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Reports of the Mississippi State Superintendent of Public Education

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Annual report of the State Superintendent of Public Education, to the Legislature of Mississippi, <[1876]>-1877

Biennial report of the State Superintendent of Public Education, to the Legislature of Mississippi, for the years ... (1878--'79)-<(1893-'94 and 1894-'95)>

LLMC 01-479t

BIENNIAL REPORT

OF THE

STATE SUPERINTENDENT

OF

PUBLIC EDUCATION,

TO THE

LEGISLATURE OF MISSISSIPPI,

FOR SCHOLASTIC YEARS

1893-'94 AND 1894-'95.

JACKSON, MISS.:
THE CLARION-LEDGER PRINTING ESTABLISHMENT.
1895.

To the Legislature of Mississippi :

In accordance with law, I herein respectfully submit the biennial report of the State Superintendent of Public Education for the scholastic years 1893–'94 and 1894–'95, embracing the operations of the 24th and 25th years of the public school system of the State of Mississippi.

J. R. PRESTON,
State Supt. Pub. Education.

STATE BOARD OF EDUCATION.

HON. FRANK JOHNSTON, Attorney-General.
HON. GEO. M. GOVAN, Secretary of State.
HON. J. R. PRESTON, Supt. Pub. Education.
(Terms expire January 20, 1896.)

HON. WILEY N. NASH, Attorney-General.
HON. J. L. POWER, Secretary of State.
HON. A. A. KINCANNON, Supt. Pub. Education.
(Terms begin January 21, 1896.)

STATE INSTITUTIONS.

UNIVERSITY.

R. B. Fulton, *Chancellor*, University, Miss.

A. & M. COLLEGE.

Gen. S. D. Lee, *President*, Agricultural College, Miss.

INDUSTRIAL INSTITUTE & COLLEGE.

Robert Frazer, *President*, Columbus, Miss.

FOR COLORED YOUTH.

STATE NORMAL SCHOOL.

Rev. E. D. Miller, *President*, Holly Springs, Miss.

ALCORN A. & M. COLLEGE.

Thos. J. Calloway, *President*, Westside, Miss.

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Financial Exhibit.

1893–94.	RECEIPTS.	1894–95.	RECEIPTS.
Balance forward	$ 200,082 98	Balance forward	$ 187,611 18
State distribution	698,974 73	State distribution	693,954 34
Polls	229,338 70	Polls	225,461 09
Institute fund	6277 50	Institute fund	7247 20
16th Section Fund	40,923 65	16th section fund	26,890 25
		Chickasaw fund	51,055 52
Chickasaw fund	51,055 52	County levy	34,850 89
County levy	44,136 81	City levy	141,405 35
City levy	112,844 16	Sale of bonds	23,747 50
Other sources	31,537 63	Other sources	41,543 19
Total	$1,414,171 68	Total	$1,433,766 51
DISBURSEMENTS.		DISBURSEMENTS.	
Salary Co. Supt.	$ 40,187 06	Salary County Supt.	$ 40,475 36
Teachers' salaries	1,033,463 00	Teachers' salaries	1,067,538 00
Paid examiners	11,227 80	Paid examiners	12,563 40
Paid for institutes	5116 27	For institutes	5496 48
From township f'd	22,495 78	Township trustees	26,374 98
Teachers' libraries	373 55	Old warrants	13,656 89
Old warrants	19,487 02	Teachers' library	540 41
For building	25,346 00	For building	36,233 98
All other purposes	78,864 02	All other purposes	73,621 32
Total	$1,226,560 50	Total	$1,270,500 82
Balance forward	$ 187,611 18	Balance forward	$ 157,265 69
Outsta'ding warrants	14,575 47	Outstandi'g warrants	8448 13
		Building bonds out	236,166 58

SYNOPSIS OF STATISTICS,

FROM BEGINNING OF PUBLIC SCHOOL SYSTEM.

NUMBER OF EDUCABLE CHILDREN.

(Educable age 5 to 21.)

Year.	White.	Colored.	Total.
1874	....	....	349,813
1875	141 514	176.945	318,459
1876	171,062	184,855	355,919
1877	150,504	174,485	324,989
1880	175,251	251,438	426,689
1882	185,026	259,105	444,131
1886	202,532	269,090	*471,622
1888	191,792	272,682	464,474
1890	207,652	292,581	500,233
1892	214,419	301,764	516,183
1894	220,751	320,780	541,531

* Auditor's list shows 449,318.

NUMBER PUPILS ENROLLED.

	Year.	White.	Colored.	Total.
Reports from 52 counties.....	1871	66,257	45,429	111,688
Reported as an estimate..............	1872	....	....	148,000
A fractional part of year, 8 months.	1873	....	.. ...	80,000
Reports from 70 counties............	1784	.., ...	... ..	154,229
	1875	78,404	89,813	168,217
Reports from 50 counties.........	1876	76,026	90,178	166,204
Reports from 65 counties.........	1877	84,374	77,150	120,524
	1878	101,201	104,177	205,978
	1879	105,957	111,796	217,753
	1880	112,944	123,710	236,654
Reports from 73 counties	1881	111,655	125,633	237,288
Reports from 66 counties	1882	104,451	109,630	214,081
Reports from 71 counties	1883	125,598	141,398	266,996
	1884	129,203	149,373	278,576
	1885	142,207	154,430	296,607
(Last y'r under pr. diem sl'ry scheme)	1886	129,203	152,530	281,743
	1886–87	126,919	143,825	270,734
	1887–88	147,817	162,304	310,121
	1888–89	148,435	173,552	321,987
	1889–90	150,868	183,290	334,158
	1890–91	154,447	173,378	327,825
	1891–92	161,986	178,941	340,927
	1892–93	154,459	180,464	334,923
	1893–94	158,685	186,899	345,584
	1894–95	162,830	187,785	350,615

PERCENTAGE OF EDUCABLE CHILDREN.

	Percentage Educable Children Enrolled in Public Schools.			Percentage Educable Children in Average Attendance.		
	White.	Colored.	Both Races.	White.	Colored.	Both Races.
1887–88.........	75.3	60.5	66.8	46	35	39.6
1888–89.........	77	63	69	47.3	37.3	41.4
1889–90.........	75	64	66	46	38	41.5
1890–91.........	75	59	65.4	45	36	39.5
1891–92.........	75.5	59.3	66.4	44.7	33.3	38
1892–93.........	72.3	59.8	64.8	43.4	33.8	37.8
1893–94.........	72	58.2	63.8	44.7	33.6	38
1894–95.........	71.8	61	64.9	45	32.4	37.4

AVERAGE DAILY ATTENDANCE.

Scholastic year.	No. Counties Reporting.	Average Length of Term in Days.		White.	Colored.	Total.
1871 ..	52	110		....	....	90,000
1872 ...	74	115		....	....	125,000
1873....	All ¾ year.	80		....	....	50,500
1874...	70	....		....	....	108,647
1875 ...	74	100		40,380	66,514	106,894
1876 ...	50	80		65,384	68,580	133,964
1877....	65	77		52,672	44,627	97,302
1878 ...	74	79⅓		63,318	71,658	135,976
1879...	74	77½		66,381	72,592	138,973
1880....	74	74½		72,881	83,880	166,761
1881....	73	78		76,647	85,417	162,064
1882....	59	79		61,738	73,578	145,316
1883....	63	76		68,946	85,517	154,463
1884 ..	74	77½		85,294	99,127	184,421
1885....	74	78		84,347	101,038	185.385
1886....	74	*76		84,884	99,134	184,018
1886–87.	74	84		77,868	85,996	163.864
1887–88.	74	86		89,933	94,085	184,018
1888–89.	74	87	City.	90,716	101,710	192,426
1889–90.	74	86	164	96,077	111,627	207,704
1890–91.	75	89	176	93,282	104,298	197,581
1891–92.	75	96	170	96,818	100,457	197,275
1892–93.	75	102	160	93,099	101,894	194,993
1893–94.	75	107	160	98,753	107,494	206,247
1894–95.	....	105.4	161	90,084	103,635	202,683

* The "Average Length of Term in Days" after 1885 is found by dividing the total number of days attendance by the number of pupils in average daily attendance.

NUMBER OF TEACHERS EMPLOYED—CLASSIFIED BY GRADE.

	White.			Colored.		
	1st Grade.	2d Grade.	3d Grade.	1st Grade.	2d Grade.	3d Grade.
1886–87	1546	1143	122	238	1067	742
1887–88	2178	1306	159	300	1236	1290
1888–89	2408	1319	172	394	1408	1298
1889–90	2942	1161	166	458	1481	1283
1890–91	3170	1017	147	550	1506	1156
1891–92	3711	816	107	672	1544	1072
1892–93	3350	805	141	595	1360	1244
1893–94	3431	834	120	609	1299	1286
1894–95	3622	834	125	596	1194	1474

AVERAGE MONTHLY SALARIES—NUMBER OF TEACHERS EMPLOYED.

	Salaries.			Number Teachers.		
	White.	Colored.	Both Races.	White.	Colored.	Total.
1871	....	....	$50 00	....	....	3600
1872	....	....	51 32	....	....	4800
1873	....	....	50 00	....	....	1800
1874	....	....	46 92	....	....	3845
1875	....	....	55 47	2859	2109	4968
1876	....	.....	39 87	2973	1005	3978
1877	....	....	29 20	2669	1459	4128
1878	....	....	27 85	2948	1813	4761
1879	....	....	30 26	3255	2112	5367
1880	....	....	30 00	3250	2314	5564
1881	....	....	30 07	3414	2644	6058
1882	....	....	30 03	2910	2272	5182
1883	....	....	32 68	3598	2793	6391
1884	....	....	28 73	3873	2933	6816
1885	....	....	28 74	4215	3124	7339
1886	$ 31 37	$ 27 40	29 62	3840	3012	6852
1886–87	34 44	25 24	30 37	3421	2692	6113
1887–88	34 52	24 05	30 07	3643	2826	6469
1888–89	33 97	24 16	29 16	4018	3097	7115
1889–90	33 37	23 20	28 37	4269	3222	7491
1890–91	32 41	22 54	27 74	4234	3212	7546
1891–92	32 33	24 52	29 34	4634	3288	7922
1892–93	30 45	22 31	26 96	4296	3201	7497
1893–94	33 04	21 46	28 15	4385	3192	7577
1894–95	33 04	21 53	28 26	4591	3264	7855

	TEACHERS EXAMINED AND LICENSED.		SCHOOL HOUSES BUILT.				Av. days taught in country.	NO. PUBLIC SCH'LS TAU'T.		
	Examined.	Licensed.	Log.	Fr'm d	Brick.	Total.		White	Col'd.	Both Races
1886..	....	....	...	....	..	....	74	3266	2104	5649
1886-87..	....	....	...	....	..	....	84	2928	2383	5032
1887-88..	6725	5752	108	238	2	348	84	3154	2289	5443
1888-89..	6819	6403	110	359	9	478	85	3348	2429	5777
1889-90..	7677	6046	72	285	3	360	82	3430	2469	5899
1890-91..	8795	7231	68	276	6	350	82½	3528	2543	6071
1891-92..	9434	7018	30	152	2	184	83	3557	2644	6201
1892-93..	11,194	7266	29	211	..	240	87	3438	2548	5985
1893-94..	11,839	7274	24	174	4	202	92	3395	2590	5986
1894-95..	13,276	8587	32	199	3	234	93	3611	2653	6264

RECEIPTS AND EXPENDITURES FOR PUBLIC SCHOOLS.

	Receipts.	Expenditures
1871	....	$ 950,000
1872	....	1,136,987
1873	¾ of a year.....	492,500
1874	....	890,072
1875	....	985,600
1876	50 counties	417,760
1877	65 counties	481,215
1878	Not full reports.	592,815
1879	Not full reports.	641,548
1880	$ 739,026	830.704
1881	716,343	757,757
1882 ....65 counties	610,285	610,284
1883 ....73 counties	830,914	803,875
1884	872,320	799,932
1885 ....73 counties	867,396	840,776
1886	838,299	802,476
1886-87	972,807	839,797
1887-88	1,118,625	962,263
1888-89	1,292,273	1,117,111
1889-90	1,333,151	1,109,235
1890-91	1,304,014	1,169,088
1891-92	1,396,409	1,268,581
1892-93	1,392,927	1,192,844
1893-94	1,414,172	1,226,561
1894-95	1,433,766	1,276,501

PER CAPITA AMOUNTS EXPENDED:

	For each educable child.	For each enrolled.	For each in average attendance.	Cost per month of each pupil in average attendance.
1886	$1 65	$3 35	$4 35	$1 15
1886-87..	1 12	3 10	5 12	1 18
1887-88	2 07	3 10	5 23	1 19
1888-89..........	2 40	3 47	5 80	1 29
1889-90..........	2 22	3 32	5 35	1 15
1890-91..........	2 34	3 54	5 93	1 27
1891-92..........	2 46	3 72	6 43	1 34
1892-93..........	2 31	3 56	6 11	1 22
1893-94..........	2 26	3 35	5 94	1 12
1894-95..........	2 36	3 63	6 30	1 17

TABULAR EDUCATIONAL EXHIBIT 1893-'94.

STATISTICAL.

Population of Mississippi (U. S. Census 1890)	1,287,428
Number of Educable Children, (enumerated 1894).	541,531
Number Enrolled in Public Schools	345,584
Average Daily attendance in Public Schools	206,247
Number of Public Schools taught	5,985
Number of Teachers employed in Public Schools.	7,577
Number of Separate School Districts	59

FINANCIAL.

Total Value of School Property	$1,529,899
Total Revenues for Public Schools	1,414,172
Amount Expended for Public Schools	1,226,561
Amount Expended for State Institutions	112,908
Total Am't Expended by State for Education	1,339,469

SYNOPSIS OF THE TOTALS OF STATISTICAL TABLES—1893–'94.

	TOTAL BOTH RACES.	WHITE.			COLORED.		
		Male.	Female.	Total.	Male.	Female.	Total.
TABLE I.							
Teachers' Enum'n Educable Child'n in State	473,257	106,468	99,340	205,808	133,259	134,190	267,449
Assessors' Enumeration, 1894	541,531	115,125	105,626	220,751	166,430	154,350	320,780
TABLE II.							
Number Pupils Enrolled	345,584	82,149	76,536	158,685	90,811	96,088	186,899
Number Pupils in Average Attendance	206,247	49,899	48,854	98,753	51,433	56,061	107,494
TABLE III.							
No Teachers Employed:—First Grade	4040			3431			609
—Second Grade	2133			834			1299
—Third Grade	1404			120			1284
—Total	7577			4385			3192
Number Teachers Classified by Sex	7577	1809	2576	4385	1815	1377	3192
Amount Paid in Salaries	$1,033,463	$ 279,357	$ 404,523	$ 683,880	$ 212,533	$ 137,050	$ 349,583
Number of Schools	6098						
Days Taught in County (taking Co. as unit.)	92						
TABLE IV.							
Average Salary Paid per Month	28.15	$ 37.25	$ 30.14	$ 33.04	$ 24.15	$ 18.90	$ 21.46
TABLE V.							
Number Schools Taught 1893–'94	5985			3395			2590
Number Line Schools	313						
Regular Districts Established for 1894–'5	5689			3139			2550
Special Districts	212			183			29
Line School Districts	372			307			65
Total Number Districts for 1894–'5	6273			3629			2644

Value of Houses and Lots	$ 1,365,014						
Value of Furniture	164,855						
Number School Houses Owned by Co. or City	2850						
No. School Houses that are Private Property.	2960						
Kind of School Houses	5415	Framed, 4301	Log, 1054	Brick, 60			
Number of School Houses Built in 1893-'94	202	Framed, 174	Log, 24	Brick, 4			
Number Teachers Examined in Fall	7502						
Number Teachers Examined in Spring	4337						
Whole Number Teachers Examined	11,839						
Number Teachers Licensed	7274			4155			3119
TABLE VI.							
Amount Collected for Institute Fund	$ 6277.50			$ 3221.50			$ 3056.00
Number Teachers Attending Co. Institutes	4327			2305			2020
Number Private Schools	500			415			85
Pupils Enrolled in Private Schools	19,943			15,594			3349
Number of Pupils Studying Each Branch:							
Spelling	268,968						
Reading	266,592						
Geography	112,631						
Arithmetic	173,191						
Mental Arithmetic	64,888						
Grammar	83,578						
Composition	45,258						
United States History	64,839						
Physiology	21,308						
Natural Philosophy	9804						
Mississippi History	10,495						
Civil Government	7364						

TABULAR EDUCATIONAL EXHIBIT 1894-95.

STATISTICAL.

Population 1895 (average annual increase allowed).	1,371,104
Number of Educable Children (enumeration 1894).	542,531
Number Enrolled in Public Schools.	350,615
Average Daily Attendance in Public Schools.	202,683
Number Public Schools Taught.	6,264
Number of Teachers Employed in Public Schools.	7,855
Number of Separate School Districts.	59

FINANCIAL.

Total Assessed Valuation of Mississippi, 1895.	$177,312,169
Total Value of School Property.	1,636,055
Total Revenues for Public Schools.	1,433,766
Amount Expended for Public Schools.	1,276,501
Amount Expended for State Institutions.	126,826
Total Amt. Expended by State for Education.	1,403,327

SYNOPOSIS OF THE TOTALS OF STATISTICAL TABLES OF 1894-'95.

	TOTAL BOTH RACES.	WHITE.			COLORED.		
		Male.	Female.	Total.	Male.	Female.	Total.
TABLE I.							
Teachers' Enum'n Educable Child'n in State	483,740	108,191	100,935	209,126	137,563	137,051	274,614
Assessors' Enumeration, 1894	541,531	115,125	105,626	220,751	166,430	154,350	320,780
TABLE II.							
Number Pupils Enrolled	350,615	84,493	78,937	162,830	91,179	96,606	187.785
Number Pupils in Average Attendance.....	202,683	50,092	48,956	99,048	49,195	54,440	103,635
TABLE III.							
No Teachers Employed:—First Grade......	4218	....	... .	3622	....	....	596
—Second Grade...	2028	....	.. ..	834	....	....	1194
—Third Grade....	1609	....	....	135	....	....	1474
—Total..........	7855	....	.. ..	4591	....	....	3264
Number Teachers Classified by Sex.........	7855	1770	2821	4591	1877	1387	3264
Amount Paid in Salaries..................	$ 1,067,538	$ 279,303	$ 443,345	$ 722,648	$ 207,962	$ 137,018	$ 344 890
Number of Schools.........................	6282	....	....	....	....	....	... .
Days Taught in Country (taking Co. as unit.)	93	....	... .	... .	....	....	....
TABLE IV.							
Average Salary Paid per Month............	$ 28 26	$ 39 70	$ 30 55	$ 33 04	$ 23.69	$ 18 56	$ 21 53
TABLE V.							
Number Schools Taught 1894-'95..........	6264	....	.. ..	3611	....	....	2653
Number Line Schools	306	....	.. .. .	... .	....	....	....
Regular Districts Established for 1895-'96....	5899	....	.. ..	3276	.. .. ..	....	2623
Special Districts	334	....	....	278	....	....	56
Line School Districts.....................	367	....	. ...	306	.. .. ..	....	61
Total Number Districts for 1895-'96	6600	....	....	3860	... .	....	2740

SYNOPOSIS OF TOTALS.—CONTINUED.

Value of Houses and Lots	$ 1,464,784						
Value of Furniture	$ 171,271						
Number School Houses Owned by Co. or City	3058						
No. School Houses that are Private Property	2996						
Kind of School Houses	5734	Framed, 4651	Log, 1016	Brick, 67			
Number of School Houses Built in 1894-'95	234	Framed, 199	Log, 32	Brick, 3			
Number Teachers Examined in Fall	7591						
Number Teachers Examined in Spring	5685						
Whole Number Teachers Examined	13,276						
Number Teachers Licensed	8587			4912			3675
TABLE VI.							
Amount Collected for Institute Fund	$ 7247 20			$ 3744 30			$ 3502 90
No. Teachers Attending County Institutes	4089			2040			2049
Number Private Schools	480			401			79
Pupils Enrolled in Private Schools	21,203			17,184			4019
Number of Pupils Studying Each Branch:							
Spelling	274,758						
Reading	275,587						
Geography	118,612						
Arithmetic	185,637						
Mental Arithmetic	65,196						
Grammar	87,613						
Composition	45,415						
U. S. History	71,987						
Physiology	23,794						
Natural Philosophy	10,820						
Mississippi History	12,265						
Civil Government	8634						

GENERAL STATISTICS.—1895.

State Appropriations for Education:		
Public Schools (includes polls)		$ 923,500
Interest on Chickasaw fund		51,055
Interest on University fund		40,804
Support of A. & M. College		30,310
Support of Industrial Institute and College		20,685
Holly Springs State Normal College (colored)		2673
Alcorn A. & M. College (colored)		21,800
Deaf and Dumb Institute		22,829
Blind Asylum		9784
Peabody Normal Institutes		1500
Chickasaw fund—Amount held by State		$ 854,583
Number of acres of Chickasaw land held by State		30,000
Township fund—Amount of Permanent fund		197,421
Township receipts (interest and rents) 1895		26,890
Number of polls assessed *1895 (Auditor's Report)*		252,040
Amount of poll tax assessed (at $2 each)		504,080
Amount of poll tax collected (Auditor's Report)		223,291
Total valuation of school property (houses and sites)		$ 1,636,055
Assessed Valuation of Property:		
Realty		$ 113,409,558
Personalty		39,082,291
Railways and telegraph		24,820,320
Total assessed valuation of State		$ 177,312,169
Population (U. S. Census 1890)	White	539,703
	Colored	747,720
	Both Races	1,287,423
Population in 1895 (calculated by allowing annual increase of 1.3 per cent., which is the average yearly increase shown by U. S. census report from 1880 to 1890.)	White	574,783
	Colored	796,321
	Both Races	1,371,104

SYNOPSIS OF THE DECADE 1885 TO 1895.

	Number educable children.	No. enrolled.	Average daily attendance.	No. of schools taught.	Av. length of school term in days.	Number teachers employed.	Number first grade teachers employed.
1886	449,318	281,743	184,018	5649	76	6852	....
1886–87	449,318	270,734	163,864	5032	84	6113	1784
1887–88	464,474	310,121	184,018	5443	86	6469	2476
1888–89	464,474	321,987	192,426	5777	87	7115	2802
1889–90	500,233	334,158	207,704	5899	86	7491	3400
1890–91	500,233	327,825	197,581	6071	89	7546	3720
1891–92	516,183	340,927	197,275	6201	96	7922	4383
1892–93	516,183	334,923	194,993	5986	102	7497	3945
1893–94	541,531	345,584	206,247	5985	107	7577	4040
1894–95	541,431	350,615	202,683	6264	105.4	7855	4218
Increase in ten years	92,213	69,572	18,664	615	29.4	1003	2434

SYNOPSIS OF THE DECADE 1885 TO 1895.

	Number school houses built.	Per cent. of edu'ble children enrol'd.	Per cent. educable children in average attendance.	Am't expended for each in average attendance.	Cost per month for each in average attendance.	Total receipts.	Total expen'd.
1886	....	62.7	40	$4 36	$1 15	$ 838,299	$ 802,476
1886–87	....	60.3	39	5 12	1 22	972,807	839,797
1887–88	348	66.8	39.6	5 23	1 21	1,118,625	962,263
1888–89	478	69	41.4	5 80	1 35	1,292,273	1,117,111
1889–90	360	66	41.5	5 35	1 23	1,333,151	1,109,235
1890–91	350	65.4	39.5	5 95	1 32	1,304,014	1,169,088
1891–92	184	66.4	38	6 43	1 36	1,396,409	1,268,581
1892–93	240	64.8	37.8	6 11	1 20	1,392,927	1,192,844
1893–94	202	63.8	38	5 95	1 02	1,414,172	1,226,561
1894–95	234	64.9	37.4	6 29	1 19	1,433,766	1,276,501
Increase in ten years	2396	....	....	1 93	....	595,467	474,025

NARRATIVE REPORT

—OF THE—

STATE SUPERINTENDENT

This biennial report contains complete statistics from every county and separate school district, and by reference to the tables, in which the counties and districts are arranged in alphabetic order, one may find the minutest detail, whether financial or statistical.

SYSTEM OF RECORDS.

Our public school records begin with the daily register of attendance kept by the teachers, these being followed by the monthly reports of the teachers to the county superintendent, which contain the names of the pupils enrolled, the number of days each attended, the total enrolment and attendance, kept separate for the sexes. These reports are entered in the Record Book of the county superintendent. At the end of the term the superintendent, from the teachers' term reports, makes up the summaries of each school, showing all the items for the year, and carries these forward to a general summary, the totals of which constitute his annual report to the State superintendent.

The statistics of these annual reports, after careful scrutiny and tabulation in this office, are published in the tables of the biennial report, and cover more than two hundred pages.

To some it may appear unnecessary to go into details so minutely as is done in these tables. Experience has demonstrated, however, that records are of little value unless complete, minute, and systematically kept from end to end. This is the only way to get at the facts, and no enterprise in which the directors are kept ignorant of details can be successfully prosecuted.

In the beginning of this report appears a synopsis of statistics of the public schools since their establishment in 1870. In the later years the synopsis shows every item needed for an intelligent comprehension of the school system of the State.

The reports of county and municipal treasurers show the receipts from each source, the disbursements for each purpose and the balances forward to each fund. There are 134 county and municipal treasurers whose reports must be audited in this office, besides the financial reports of the 75 county superintendents. The labor involved in auditing these reports and the correspondence necessary to correct discovered errors constitute an immense task, but the State cannot afford to be less careful of her expenditures than a private individual or a corporation. Public schools cost the people more than a million and a quarter of dollars a year. It is surely worth while to look after the details of so vast an annual expenditure.

The compilation of statistical tables involves much patient labor, but this labor cannot be dispensed with if the State wishes to have her educational affairs administered in a business-like manner. After twenty-five years of gradual improvement we have reached a system of records fairly accurate and complete—a system which records only such items as are needed to show the exact condition of the details of the business.

WHAT THE SUMMARY FOR 1894–95 SHOWS.

ENUMERATION.—The enumeration made in 1894 by the assessors shows 541,531 educable children in the State—about 40 per cent. of the population of the State, and an increase of 25,348 over the enumeration of 1892. The increase in whites was 7 per cent.; in colored, 6.3 per cent. There are 100,000 more colored children than white.

As required by law, the rolls were carefully reviewed in this office, and not accepted until all discovered errors were eliminated. In the roll of Harrison county nearly 300 duplicates were discovered.

The corrections in all the rolls prevented an erroneous distribution of about $16,000 a year.

As the State apportionment and the pay of assessors are based upon the enumeration, there is great temptation to "stuff" the rolls. Legislation is needed to guard against this evil.

ENROLMENT—The enrolment is 350,615, an increase of 15,700 in two years, 72 per cent. of the whites and 61 per cent. of the colored children being enrolled. The steady annual increase in enrolment shows plainly the growth of the schools in popular confidence and esteem. Our educable age, from 5 to 21, is longer than the average of the

States, and we consequently have a larger per cent. of population as educable children. In comparison, therefore, we should enrol a larger proportion of the population in the schools. When 65 per cent. are enrolled we must not conclude that 35 per cent. of the children are beyond the influence of the schools; for on the contrary, nearly all the children at sometime during their minority are pupils of public schools.

In a paper read at the National Congress of Education, Atlanta, Georgia, October 26, 1895, Dr. W. T. Harris, U. S. Commissioner of Education, makes the following statement about the enrolment in the schools of the South:

"In 1874 an average of 14½ out of every hundred population were enrolled in schools, ten years later (1884) the average had risen to 18¾ per hundred, and in 1894, or twenty years later, the number enrolled is twenty-two in the hundred. Of all the people of the South, white and black, one in five is in attendance on school for some portion of the year. This is a large proportion of the people to be in school. Even in Saxony, which excels all countries of Europe in its school enrolment, the per centum in school is only twenty.

Even after making allowance for the fact that the South has a larger proportion of children in its population than any other section of the nation, this remains a wonderful showing for the wisdom and self sacrifice of the Southern people."

By allowing an increase of 1.3 per cent. a year, which the U. S. Census shows to be the annual rate of increase in population in Mississippi from 1880 to 1890, we have in 1895, a population of 574,783 whites and 796,321 negroes—total 1,371,104. The enrolment in the public schools for 1894-'5 was, white 162,830 or 28⅓ out of every 100 of population; colored, enrolled 187,785, or 23½ out of every 100; while for both races the enrolment of 350,615 equals 25.6 out of every 100. Thus it will be seen that while the average of the whole South is 22 in every 100 population, for Mississippi it is 25.6—a creditable showing, indicating the extent to which our people patronize the schools.

AVERAGE ATTENDANCE.—In 1893-4 the average daily attendance was 11,254 in excess of 1892-3, while 1894-5, shows an increase of 7690 over 1892-3.

The winter of 1895 was the severest known for a long period and reduced the average attendance, particularly in the northern part of the State; still for 1894–95, the average attendance was 58½ per cent. of the enrolment and 37¼ per cent. of the educable children.

In the United States out of every 100 population, the average attendance is 13; in Mississippi, white 17¼, colored 13, both races 14.8. These are the averages after making allowance for the increase of population and are based upon a total population of 1,371,104. Notwithstanding the increased length of term the pupils are attending school in larger numbers and more regularly than is shown to be the average in the United States.

AVERAGE LENGTH OF THE SCHOOL TERM.

For the State as a whole the average length of the term was 107 days in 1893-4 and 105.4 days in 1894-5.

The country schools in 1894-5 were in session 8 months in Claiborne county; 7 months in Adams, Issaquena, Marshall and Washington; 6 months in Clarke, Hinds, Lee, Lowndes, Panola, Pontotoc, Sharkey, Tippah and Tunica; 5 months in Alcorn, Benton, Calhoun, Chickasaw, Coahoma, DeSoto, Greene, Itawamba, Jackson, Leflore, Monroe, Noxubee (5½), Oktibbeha, Pearl River, Prentiss, Tate, Union, Yalobusha and Yazoo—33 of the 75 counties having a session of five months or more in country schools.

In calculating the average length of the term of schools—or what may more properly be called the "average length of attendance"—the whole number of days' attendance is divided by the total average daily attendance.

This is the method used in the United States Bureau of Education and most nearly represents the correct result. The pupil is made the basis—the whole number of days all pupils attend is the aggregate instruction given by the schools, and this divided by the number in daily attendance shows how many days of instruction, on an average, were given to each pupil.

In the earlier biennial reports the "length of the term in days," or "number of days taught" as it is called, was obtained by dividing the sum of the days taught by the number of counties. This gives merely the arithmetical mean and does not represent the amount and duration of instruction given. For instance, this method would consider Hinds and Quitman counties equal, while Hinds had in average attendance 6372 pupils for 120 days and Quitman only 319 pupils for 66 days. Hinds county instructed twenty times as many pupils as Quitman and her schools were in session twice as long—so that she actually gave forty times as much instruction.

In the "Synopsis of the Decade 1885 to 1895" the "average length of school term in days" for each year is calculated upon the basis of average attendance—that is, by the method used in the United States Bureau of Education—thus giving a uniform scale by which to measure the annual length of the school session.

It will be seen that for 1894–'95 with 5000 greater enrolment the average daily attendance was 3600 less than in 1893–'94, showing a smaller aggregate amount of instruction.

The average length of the school term in the United States is 7 months—in Mississipp 5¼ months. We are still 1¾ months short of the average, and in country schools fully 2 months short. Our cities and towns maintain their schools 8 and 10 months, but these are few, and their longer terms, when combined with the rural schools, do not materially raise the average school term of Mississippi, as is the case in other states where cities are large and numerous.

REVENUES FOR PUBLIC SCHOOLS.

The following table exhibits the receipts derived in 1895 from each source:

Balance forward	$ 187,811
Polls (Auditor's Report)	223,291
State Distribution (balance to make $923,500)	700,209
Chickasaw and Township funds	77,945
County Levies (local tax)	34,850
City Levies (local tax)	141,405
All Other Sources	68,255
Total Receipts	$ 1,433,766

From this statement it will be found that of the total receipts for schools in 1894–'5 we derived:

From Polls	18 per cent.
From Local Levies	14 per cent.
From Chickasaw and Township Funds	6½ per cent.
From State Distribution (general state tax)	56½ per cent.
From All Other Sources	7½ per cent.

The poll tax and State distribution—in other words the State appropriation for schools—constitute 74½, or three-fourths of the entire receipts, while only 14 per cent. come from local taxes.

The average in the United States is nearly the reverse of this, being 18 per cent. from State taxes and 68 per cent. from local taxes, while in the South Central Division (consisting of Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Texas, Arkansas and Oklahoma) the average is 28 per cent. from local and 52 per cent. from State taxes.

In the North Central and North Atlantic Divisions 74 per cent. of the revenues come from local taxes.

It is manifest, therefore, that the Southern States have practically reversed the revenue policy of those States in which public schools are of longest standing. They rely mainly on local taxes, we on State taxes.

Mississippi has gone to the extreme. By the constitution her schools must all be supported for four months by a State tax. That this paralyzes local effort is shown by the fact that last year the entire receipts from county tax were only $34,851.

So long as the State maintains the schools four months by State appropriation, most counties will be content with four months as the limit of the session for country schools.

State support to the extent of three months would in my judgment promote the best interests of the schools provided it were coupled with a requirement that each county levy an additional sum sufficient to maintain its schools at least one month longer, this levy in no case to be less than one-fifth as much as the State apportionment. This policy would generalize the principle of local taxation, and, while insuring a term of four months in all the counties, would leave the question of a further extension entirely to the wishes of the people of each county. In those counties where it was desired a longer session would be maintained by local tax—just as it is in other States.

In Mississippi the problem of raising and distributing school revenues is rendered complex by reason of the uneven distribution of the races—the negro population being densely aggregated in the rich counties. The State appropriates annually $923,500 to support the schools four months. Deducting the poll tax, we have left $700,209 to be raised by general taxation. The distribution of the whole appropriation is made on the basis of educable children. This method of distribution puts the sparsely settled counties at a disadvantage because their schools are smaller and proportionately more costly.

To see the exact operation of the constitutional method of raising school revenues the following tables are presented, embracing the same counties used on page 3 in the preceding biennial report, and showing the statistics of 1894-'95.

TABLE I.—TEN WHITE COUNTIES.

COUNTIES.	TOTAL PROPERTY.	STATE DISTRIBUTION.	PAID IN POLLS.
Alcorn	$ 1,716,730	$ 9052	$ 2683
Calhoun	886,403	11,220	2869
Choctaw	764,127	8065	2765
Covington	664,735	6434	2548
Itawamba	684,079	7845	2739
Jones	1,906,694	8506	2539
Leake	1,030,532	11,241	3072
Marion	1,625,485	7945	3143
Pontotoc	1,098,501	11,032	3406
Smith	744,149	8123	2695
Totals	$ 11,121,435	$ 89,463	$ 28,459

Population 1890—Both races, 116,439. White, 87,109; colored, 29,330. In these ten counties three-fourths of the population are white, and the receipts from polls equal 32 per cent. of amount received from the State distribution.

TABLE II.—TEN BLACK COUNTIES.

COUNTIES.	TOTAL PROPERTY.	STATE DISTRIBUTION.	PAID IN POLLS.
Bolivar	$ 3,931,011	$ 20,821	$ 1727
Claiborne	2,744,119	13,738	3472
Coahoma	3,678,990	11,254	1407
DeSoto	2,654,481	14,366	3181
Holmes	4,366,411	21,677	4070
Issaquena	1,504,337	7374	1186
Leflore	3,130,565	11,017	2799
Lowndes	3,197,175	19,383	2788
Monroe	3,807,364	20,858	3608
Washington	6,795,846	26,825	2397
Totals	$ 35,810,299	$ 167,313	$ 26,635

Population 1890—Both races, 245,271. White, 48,334; colored, 196,937. In these ten counties one-fifth of the population are whites, and the receipts from polls equal 16 per cent. of the amount received from State distribution.

COMPARISONS.—1. The polls in the white counties decreased in two years $871 and in the black counties $5,824.

2. It requires a levy of four mills on the whole property of the State to raise the $700,209 which must be added to the poll tax to make up the State appropriation.

3. A levy of four mills on the property of the ten white counties will yield	$ 44,485
Polls paid by the ten white counties	28,459
Amount of school fund paid by white counties under this estimate	$ 72,944
This is less than they receive by	16,519

4. Levy of four mills on property of black counties would yield	$ 143,241
Polls paid by these counties	26,635
Amount of school fund paid by black counties under this estimate	$ 169,876
This is more than they received by	2563

DEDUCTIONS.—1. Hence it appears that the white counties receive on an average $1652 more apiece than they pay, and the black counties pay on an average $256 more than they receive.

2. To maintain their own schools the white counties would have to levy 5½ mills instead of the 4 mills they now pay, while the black counties would need only 4 mills levied.

3. This estimate fairly approximates the operation of the present method of raising school revenues, and it is evident (*a*) that the white counties receive more than they pay, (*b*) and that the ten black counties contribute very little towards the support of schools in other counties.

Let us now examine into the effects of the distribution and see exactly the condition of the schools in the counties presented in each table.

COMPARISONS.—1. The white counties have 744 schools, for the support of which they receive from the State distribution $89,463, or $120 for each school. The mean average term of schools in these counties is 89 days for country schools, and the average salary per month for teachers of both races is $21.76. The average salary in nine of these counties is less than $22, and in Pontotoc $25.13, which is the highest.

2. The Black counties have 882 schools; receive for each $190; have a term of 111 days, and pay in country schools an average salary of $29.95—the highest being $34, in Bolivar.

3. The black counties have 40 per cent. longer terms and pay 37½ per cent. better average salaries, but they enrolled 64 pupils to each school while the white counties enrolled 52 pupils.

4. In the ten black counties the white teachers numbered 445 and were paid in salaries $101,320, or $228 apiece; while the colored teachers numbered 725 and were $80,952, or $112 apiece.

DEDUCTIONS.—1. It thus appears that the main advantage gained by the black counties accrues to the white children thereof.

2. There are three factors that make it cheaper to maintain schools in the black counties, viz: fewer first-grade teachers, larger schools to the teacher, a lower percentage of pupils in average attendance.

3. These comparisons forcibly present the inequalities resulting in practice from the present system of raising and distributing the revenues for the support of schools.

The best plan by which to raise and distribute school revenue is a complicated problem, and one which at present is engaging the attention of thoughtful schoolmen both North and South.

The committee on State School Systems, with Hon. Henry Sabin, of Iowa, as chairman, made an elaborate report on this subject to the National Council of Education at its meeting in Denver, Colo., July, 1895. The report was the result of an exhaustive study of the whole subject, and presents the views of many leading educators and school officers throughout the Union, and is worthy of close study by those who wish to comprehend the subject in all its bearings. The conclusions reached by the committee are quoted below:

"1. The proper unit of taxation is in no case the district. It should be either the township or the county, as the civil organization of the State may determine.

2. Every community should be required to raise a certain sum for the support of their schools as a prerequisite for receiving their share of public money. A certain definite sum should be appropriated to each school out of the State funds and the remainder should be divided *pro rata*, in accordance with the actual attendance as shown by the certified records of the preceding year, with a discrimination in favor of townships most willing to tax themselves for school purposes.

3. The unit of organization should be the township, unless, as in some of the newer States, the civil unit may render the county preferable. In no case should it be the district.

4. The weakness of the rural schools is in the want of skilled teaching, therefore it is the duty, as it is for the interest of the State to foster and encourage all available means of bringing normal instruction to the doors of the teachers, with a view of rendering it feasible to require some degree of special preparation for the work from every candidate who aspires to the position of teacher in the ungraded schools."

POLLS.

The reports of this department show the following collections of polls:

In 1888-89, one dollar, voluntary..................	$ 163,945
In 1889-90, one dollar, voluntary................	167,027
In 1890-91, one dollar voluntary................	167,881
In 1891-92, one dollar, compulsory collection.....	277,471
In 1892-93, two dollars, voluntary..............	245,723
In 1893-94, two dollars, voluntary....	229,338
In 1894-95, two dollars, voluntary...............	225,461

It will be seen that there has been a notable decrease since 1892 in receipts from this source and that in 1891-92 under the compulsory collection of the one dollar poll tax we received $54,000 more than in 1894–5 under the two dollar voluntary poll tax.

The poll tax of 1892–3 was collected in many counties under the impression that the compulsory law was still in force, and hence does not furnish a fair basis for showing the decrease in receipts from polls under the provisions of the present constitution. There is a decrease of $6000 in 1895 as compared with 1894, but it is my opinion that the polls will remain stationary at about $225,000, and may be safely relied upon for this amount of annual revenue.

There are 252,040 polls in the State, assessed at two dollars each, making the assessed poll tax $504,080, of which only $223,291 (auditor's report) were collected last year. Only 44 pay this tax out of every 100 who are assessed.

MISSISSIPPI COMPARED WITH OTHER STATES.

From reports courteously sent in October, 1895, in response to a circular letter from this office to the superintendents of other States, the following table is constructed, showing: (*a*) Expenditures for public schools. (*b*) The average length of the term in days:

STATE.	EXPENDED FOR SCHOOLS.	Length of Session in Days	STATE.	EXPENDED FOR SCHOOLS.	Length of Session in days.
Massachusetts...	$ 9,968,227	180	North Carolina.	$ 946,905	63
Connecticut ...	2,642,627	183	South Carolina.	657,000	86
New York.....	22,576,357	183	Virginia,.......	1,833,274	120
Illinois.........	16,071,500	156	West Virginia..	1,616,944	100
Kansas	3,784,239	125	Kentucky.....	3,354,112	120
Iowa..........	8,260,540	158	Texas	3,675,501	100
Missouri.......	6,154,282	122	Mississippi.....	1,276,501	105

The aggregate assessed value of property in these States is in round numbers 13 billion dollars, while the expenditures for public schools slightly exceed 83 million dollars, which shows 6.3 mills as the average levy which would be required to defray the cost of schools. The ratio of assessed values to real values is not the same in all the States, hence no exact comparison can be instituted as to the relative burden of taxation for the support of schools. The expenditures in Mississippi are equivalent to a levy of 7.2 mills, which shows that we are above the average of the States enumerated when school expenditures are compared with assessed property. In some of these States the expenditures are equivalent to more than 10 mills, and in Iowa it is nearly 15 mills. The State of New York has an assessed valuation greater than all the thirteen Southern States combined (Missouri not included), while New England and the Middle States together, with an area only two-ninths as large as the thirteen Southern States, and with a population about equal, have three times as much assessed property.

It is apparent, therefore, that with equal levies these wealthier States can maintain schools for ten months in the year, while in the South the length of the term will not average four months.

AMENDMENT TO THE CONSTITUTION.

It is far easier to point out the defects of our system for collecting and distributing school revenues than to devise an equitable plan which will be acceptable to all portions of the State. In order to effect any material change it will be necessary to amend the constitution.

After ten years official experience and study of this subject it is my judgment that the constitution of the state should include the following provisions:

1. State maintenance of the schools for not more than three months.

2. That each county be required to levy a tax on all property therein sufficient when added to the State appropriation and polls to support the schools four months, the county tax in no case to be less than one-fifth of the State apportionment.

3. That the sources of the State school fund be stated, viz:

(*a*) One-half of all State revenues derived from railways.

(*b*) An ad valomen tax of two mills.

(*c*) A poll tax of two dollars.

4. That the railroad and ad valorem tax be distributed to the counties and separate school districts on the basis of educable children in each.

5. That the poll tax be left in the counties and separate school districts where collected.

6. That counties and separate school districts be empowered to levy additional school taxes under provisions to be prescribed by statute.

If the poll tax is made compulsory it should be included in the State distribution.

TOWNSHIP LANDS AND FUNDS.

Under chapter 123 Annotated Code of Mississippi, the boards of supervisors instituted investigations of the titles of the township lands in the various counties. Litigation is pending, and it will be several years before the true status of the titles will be known.

In the Choctaw counties the State received from the general government 661,000 acres of land in sixteenth sections for the support of schools. Reports received two years ago showed that the townships still held 67,764 acres unsold and rented.

The amount of township fund held in these counties, as shown by the reports for 1894–5 is $197,420.83, and the receipts from interest on this fund and from rents amounted to $26,890.25.

CHICKASAW FUND.—The State holds in trust for the Chickasaw counties $854,583, the interest of which, $51,055, is paid to these counties, the apportionment being made upon the basis of area.

The Chickasaw fund arose from the sale of lands granted February 23, 1848, in lieu of sixteenth sections in the Chickasaw cession.

Under this Act the Chickasaw counties were entitled to receive 174,555 acres. "In a report made November 25, 1851, by General Bell, Secretary of State, it appears that the State had received for these counties 163,825 acres, leaving 728 acres selected by the State yet to be confirmed and patented. It does not appear from the records that this remainder has ever been received."

MISSISSIPPI ENTITLED TO ANOTHER SECTION IN EACH TOWNSHIP.

In the distribution of public lands for the support of common schools the United States granted one section in each township to all states admitted prior to 1850, and two sections to those admitted subsequently.

The states that received one section in each township are Ohio, Louisiana, Indiana, Mississippi, Illinois, Alabama, Missouri, Arkansas, Michigan, Florida, Iowa and Wisconsin.

It will require 11,000,000 acres of land to give an extra section for each township in these states, and the share of Mississippi will be 838,328 acres. There is left of the public domain in this state about enough land to cover the share of Mississippi.

It may seem that 11,000,000 acres is a vast donation for the United States government to make in order to even up these states. The amount is insignificant as compared with 67,893,919 acres already given for common schools.

The report of the Secretary of the Interior for 1894 shows that in the public domain, exclusive of Alaska and of the Indian and military reservations, there yet remain 606,000,000 acres, so that if 11,000,000 acres are granted to the states named above, 595,000,000 acres will be left—practically all.

The general government has always shown a liberal hand toward public schools and the cause of education in general. The universities of those states admitted prior to 1850 received each two townships of land. As our university had received only one, Congress last session granted an extra township to Mississippi for the use of the university, besides a township to each of our other two state institutions.

The plea for the 11,000,000 acres is the same made for our State university, viz: to place the states that received one section on an equality with those that received two.

At the last session of Congress a bill was introduced by Hon. W. M. Beckner, of Kentucky, having for its purpose the donation of 28,000,000 acres of the public domain, giving two sections for each township to the older states which received none, and an extra section to the states enumerated above, in order that all the states may be on an equality so far as donations for schools by the general government is concerned.

It is to be hoped that the congressmen of Mississippi will take hold of this bill and procure its passage at the present session.

If this grant is made the share of Mississippi, judiciously handled, will yield a permanent fund of 2,000,000 as an endowment for our public schools.

PEABODY FUND AND SUMMER NORMAL INSTITUTES.

During the last session of the Legislature the State had the honor of a visit from the general agent of the Peabody Fund, Dr. J. L. M. Curry, the eminent statesman, author and public benefactor, whose noble devotion to the cause of education in the South has endeared his name to the hearts of all our people. His appeal to the Legislature was irresistible. The public school found a home that day in the heart of every member, and when the bill came up a few days later to appropriate $1500 to supplement the Peabody Fund for the maintenance of summer normal institutes it was voted almost unanimously.

In recognition of this liberal action Dr. Curry increased our appropriation $500 a year, so that the State received $6000 the past two years for summer normals. The Mississippi appropriation for 1895 was the only one not reduced for that year.

It is the universal judgment that no equal sum spent for education in the State has produced such beneficent results.

The attendance was 1919 in 1894, and 1608 in 1895. In the normals of 1895, 25 per cent. of the white teachers were enrolled, and enjoyed the privilege of instruction from some of the most noted educators in America. The attendance for 1895 was smaller than for 1894, owing mainly to a smallpox scare in Meridian just prior to the opening of the normal there. The character of the work done and the earnestness of the teachers showed that the normals are fully appreciated and that our teachers will make great sacrifices to reap the benefits afforded by these Peabody State institutes. The chief good from these summer schools is the influence of contact with eminent teachers. At the normals of the past three years our teachers have heard Greenwood, Payne, Baldwin, Rose, Phillips, White, Miss Coffin, Miss Holman, Miss Harrison, Miss Cahalan and Dr. Harris, the United States Commissioner of Education. The teachers of no other Southern State have had the privilege of coming in contact with such an array of educational talent.

The establishment of these summer schools marks an era in the educational history of the State. In this volume near the end will be found the reports of the directors of the normals.

The following extracts from the report sent by the State Superintendent were published in the Proceedings of the Peabody Education Fund:

MISSISSIPPI—PEABODY SUMMER NORMALS—1894.

"The summer of 1894 has been one continued season of educational work in Mississippi. In 1893, we held two Peabody Institutes for each race, with an attendance of 912. In 1894, the Legislature was induced by the able address of Dr. Curry to appropriate $1500 to supplement the Peabody Fund. The towns contributed $600 more, and we were enabled thereby to hold five summer normals, of four weeks each, for white teachers, and four or five weeks each for the colored teachers. The attendance was 1284 whites, and 635 colored: a total of 1919—more than double that of 1893.

"The normal at the university was designed for teachers of our town graded schools. Dr. J. H. Phillips, superintendent of the Birmingham public schools, was director, and conducted the work in the most satisfactory manner. With his assistants he outlined and developed the whole scheme of graded schools, and presented our teachers with the latest and best methods of organizing and conducting town schools. Within the past six years nearly all of our towns chools have been established, and being yet in a formative state, they need the best models as guides in their development. The work at the university normal was much more systematically pursued this year than last. The teachers realized their needs, and eagerly grasped the instruction offered. They were seeking improvement, and nothing could divert them from the main purpose. The apparatus and other equipments of the university were used freely and effectively. Chancellor Fulton arranged local details for the comfort and convenience of all.

"The other normals were under able and carefully chosen directors, who, with competent assistants, did faithful and efficient work. One of them, Professor Rose, of the Peabody Normal College, says, 'I have never seen so many inspired with a yearning for the higher life. This is the test of work. The results are already being manifested in an express determination on the part of a large number to seek the advantages of higher institutions of learning. This is the best fruit an institute can bear.'

"The colored race were amply provided for this year. All the instructors were white, selected with great care, only such being chosen as were capable and of the proper spirit. The negroes in Mississippi are making good progress. Under our strict uniform examinations, 596 make first-grade licenses. There is no end to their persistency in seeking to better their qualifications. They make sacrifices of any kind and spend their money cheerfully for education. In one county of seventeen colored teachers in the county institute all but one had been to college. They teach in the summer and attend college in the winter. Their persistence deserves commendation, and is bound to result in great progress.

CONDUCTORS' SCHOOL.—"Dr. Joseph Baldwin, University of Texas, held the conductors' school at the University, while the Normal was in session there. The conductors' school was attended by twenty-four teachers who had been selected by the State board of education to conduct the county institutes after the summer normals were finished.

Most of these men were in the service last year, and had the benefit then of two weeks' instruction under Professor Greenwood and Chancellor Payne. Dr. Baldwin's service was a great inspiration to them.

More than 4000 teachers attended the institutes and devoted a week to professional advancement. Educational enthusiasm has been diffused among teachers and people. 'The benefits of the Peabody fund have been carried to the hearthstones of the commonwealth.' Lyceums for professional study have been organized in nearly every county; the teachers and superintendents of many counties have decided to grade the rural schools; the county levy to extend the term has been pressed vigorously. This is our second year of agitation for longer terms. We have won in some contests and lost in some; but public sentiment is growing in favor of the country levy. We are striving for a seven months' term in the county schools. This is the strategic point to be captured before future progress can be made. All our towns have realized the futility of four months' terms, and have provided eight and nine months' terms, and our country people will reach the same conclusion, if the matter is properly and persistently urged upon them."

MISSISSIPPI-PEABODY NORMAL INSTITUTES, 1895.

"For a period of four weeks each, four normal institutes for both races were held at Aberdeen, Brookhaven, Meridian, and the University, and at Tougaloo, Greenville, Sardis and West Point, with an enrolment of 1129 white teachers and 479 colored. The percentage of white enrolment was 25½ and of colored 15½.

"The work done at the normals was of a higher type and better quality than heretofore. Some of the best talent in the land was included in the faculties, and the teachers appreciated and availed themselves industriously of their rare privileges. The University normal, with Professor Wickliffe Rose, of the Peabody Normal College, as director, was a marked success. He was aided by able assistants. A notable feature of the University normal was the presence of Dr. Harris, the Commissioner of the National Bureau of Education. He delivered four lectures, discussing inimitably the foundation principles of educational philosophy.

Superintendent Phillips, of Birmingham, Ala., conducted at Aberdeen one of the best normals ever held in the State. Besides other competent instructors, Dr. E. E. White was a member of the faculty, and delivered twelve lectures on psychology and moral training. His presence and able presentation of these subjects were an inspiration to all.

Teachers and citizens crowded the hall at every lecture. The interest and appreciation were unabated to the last.

"At Brookhaven, Mr. W. H. Ker, of Natchez, held the fourth white normal school and conducted it to a successful termination. The conditions for the model school were favorable, and actual model class work was done in the first, second and third grades, pupils being selected from the grades of the previous year in the public schools of the town. Class management and methods of instruction were exemplified and the teachers witnessed model work with which to compare their own. Great good was accomplished and this work was highly appreciated. Heretofore our model classes have consisted only of beginners; this year the work was extended so as to embrace first, second and third grade instruction. The normal had a faculty of strong practical instructors, all home material, except one.

"Four colored normal schools were held at points most accessible to the teachers. The faculties consisted of white instructors selected from among our best teachers. The directors speak in high terms of the zeal and enthusiasm of the teachers, and of their persistent efforts to improve their scholarship. Within ten years the number of first grade colored teachers has risen from 238 to 600, so that now more than 20 per cent. of those employed in colored schools hold first grade licenses. The colored schools are of course in a hopeful stage of development. The colleges for colored youth were full this year.

"In addition to these eight summer normal institutes, a conductor's school was held at the University, in charge of Dr. Payne, of Nashville. In this school is given special instruction to the conductors of county institutes. These conductors' schools have proven one of our strongest levers in uplifting the teachers of the State. From thirty-five to fifty teachers attend annually and the stimulus to professional study has been marvelous.

"The past three years are conspicuous in the development of the teachers of the State. The lyceums established last year in most of the counties have brought teachers together for professional study. In many counties there are libraries of works on teaching for the free use of the public school teachers. It is a mild statement to say that the teachers have studied more professional literature within the past three years than in the twenty years preceding. These blessing are the direct result of the Peabody fund, without which all this progress would have been impossible.

"Through the general educational revival resulting from the Peabody summer normal schools the country schools have received a mighty impulse, evidenced by an increase last year of 11,254 in average attendance. The town and city schools were all full; the high schools, denominational colleges and State institutions closed in June with increased enrolments. The counties last year expended $5116 on institutes, and the cost will be about the same this year. The Peabody normal schools cost $5376.

SCHOLARSHIPS IN THE PEABODY NORMAL COLLEGE.

Thirteen Peabody scholarships are given to students from Mississippi. These pay the beneficiaries each $100 a year for two years and traveling expenses going and coming, the amount appropriated for this purpose being $1532.26. In addition to the thirteen scholarship students, eleven Mississippians attended this college last year, and this session (1895-6) there are 35 in attendance. Those who pay their own way for a year or more and who prove worthy, are assigned the scholarships as they become vacant —a wise policy adopted by the trustees in order to give a three year's course to students.

This institution is broadening its curriculum from year to year and is destined to become the teachers' university in the South. Its policy is to make profound scholarship and sound doctrine the basis of a teacher's equipment. Its graduates rank high and are filling many of the best places in Southern schools.

COUNTY INSTITUTES.

The county institutes were attended by 4327 teachers in 1894 and 4049 in 1895. This valuable agency reaches more than fifty per cent. of the teachers employed in the schools. The attendance consists chiefly of those who are unable to attend the Summer Normals.

While the sessions of one week are short and not expected to accomplish much besides arousing interest in professional study, these institutes have been of untold benefit in awakening enthusiasm and leading teachers to a proper appreciation of their duties. The conductors selected by the board of education have spent two weeks each year under the instruction of a noted educator and have disseminated throughout the State the most approved methods of teaching—gathering in the teachers from the remotest districts and unfolding to them the doctrines of sound teaching. There are many teachers who can not afford to attend a summer school and whose opportunities are limited in every way. For these the county institute is designed, and it has been found by the experience of all the States to be the only means of reaching such teachers.

In my judgment this is an indispensable factor in the educational policy of the State. Under the law the county examiners are empowered to select the conductor for the county from the list of conductors appointed by the board of education.

In practice this would produce endless confusion, as a conductor would be wanted in two counties the same week, or in one county one week and the next week in another at the remote limits of the State. So the consent of the examiners was obtained to allow the board of education to make assignments of conductors and fix the dates. All the counties except three consented to this arrangement, and the State was divided into fourteen institute districts composed of contiguous counties, and two conductors were assigned to each district. The law should be amended so as to limit the number of conductors to twenty-four and then give the board of education the directive power which has been found necessary to the successful operation of the institutes.

The institutes of 1895 cost $5496.48, which is paid by the institute fund arising from examination fees.

Full narrative reports by the conductors are published in this volume. They present an interesting view of the educational status of each county as seen by the conductor. The criticisms made by them will have the effect of stimulating the counties to better efforts in many lines.

SEPARATE SCHOOL DISTRICTS.

For the past two years fifty-nine separate school districts have been in operation, with an enrolment of 27,668 in 1893-4, and 28,820 in 1894-5.

These towns maintain their schools eight or nine months in the year, the local levies for 1894-'95 amounting to $141,405. Within the two years Meridian has erected two additional brick school buildings, one of these for the colored school; Jackson one brick building for colored school; Corinth a superb building for white school; Woodville for white school; Vicksburg for white school.

Canton, Kosciusko and Starkville are the only towns of any considerable size which are without suitable school buildings and two of them are making preparations to build next summer.

The development of the separate school districts has been steady and substantial. Their teaching force are taxed to extremities at times, their rooms full to overflowing. The growth of these schools demonstrates that the people will use all school facilities open to them. The principle of local tax for schools is firmly established in these towns, and will be disseminated to the adjacent rural districts.

Gradual improvement has been made in course of study, character of instruction and strength of faculties.

In most of these schools, high school departments are maintained to which the pupils of the towns and of the country have access, thus opening an avenue to the State institutions.

The want of a uniform curriculum for high schools has been a great hindrance to education in this and other States. Our preparatory schools have had no definite standard, and have pushed pupils forward in some branches while leaving them without any instruction whatever in other branches required for successful work in higher institutions.

Realizing this deficiency, the teachers in attendance at the University Normal in 1894, requested the appointment of a committee to determine a course of study for the high schools of the State. The course prescribed by this committee was adopted after full discussion, and has been made the curriculum of the high school departments in most of the separate school districts. It is also adopted and used in many of the excellent preparatory private schools.

This movement, providing as it does for the unification of all our educational forces, will make one continuous course to be pursued step by step from elementary school to graduation in college or university. The course of study formulated by the committee will be found in the appendix.

STATE INSTITUTIONS.

Full narrative reports of all the State institutions for higher education are presented. It will be seen from these that prosperous sessions have been held in all.

The University report shows an enrolment this fall greater than the total enrolment of any year since 1884, and only 20 less than that year, although there were 116 students in the preparatory department in 1884, and none this year—that department having been abolished. It is worthy of note that having established a department of pedagogy, the University is now looking forward to departments of medicine, dentistry, pharmacy, and engineering.

The grant by Congress of another township of land will increase the endowment and ultimately permit the broadening of the University in all lines of work.

The Agricultural and Mechanical College is rapidly de veloping its mechanical department, about 40 per cent. of its students selecting this work. The session of 1895 showed 336 students.

The Industrial Institute and College has taken a wise step forward by establishing a chair of pedagogy. Of 633 students who have engaged in 11 different occupations, 482, or 76 per cent., are teachers. This shows that, practically speaking, the college is a normal school, and in view of this fact, the department of pedagogy should be given the main stress of the institution. The enrolment for 1894 was 314, and for this fall had reached 320 on November 15.

The State Normal School and the Alcorn A. & M. College —both for colored youth—show commendable progress.

Following these will be found reports from the State's institutions for the defective—the blind and the deaf. Under the fostering liberality of the State these institutions have flourished, and in character of instruction and management, are worthy of high praise.

REPORT OF SCHOOLS FOR INDIANS.

Six Indian schools were taught the past two years. The narrative report of H. S. Halbert contains a most interesting account of the Indians in Mississippi, and has appended to it a letter descriptive of the Treaty Ground of Dancing Rabbit Creek Treaty made with the Choctaws. It is curious that the location of this historic spot has been omitted from the histories of the State and other public records until it has almost passed out of knowledge. A letter of inquiry to the Secretary of War elicited the information that after diligent search of the records in Washington the location of the treaty ground could not be ascertained. The original field notes and La Tourrette's map which is now very rare, confirm the location as given by Mr. Halbert. The letter is a valuable contribution to the history of the State.

TEXT BOOK ADOPTIONS.

On the first Monday in October, as provided by statute, text books were adopted in the various counties and separate school districts. The law needs an amendment providing that contracts be made binding publishers to furnish their books through local dealers at stipulated prices to the people of the towns and counties. The book committees should be partly composed of business men who are citizens of the county. County adoptions are in my judgment the best. They promote local self-government. The people of each county can attend to this matter for themselves better than any State committee. State adoption is unsound from every point of view.

REVIEW OF THE LAST DECADE.

For the first fifteen years from 1870 to 1885 the public schools, like a transplanted tree, manifested a low degree of vitality. The idea of popular education was combated openly and covertly, but it won its way steadily and gained vital force year by year. This increased strength was not manifested to any great degree in the quality of the schools. It showed itself rather in the assaults made on the schools because of their inefficiency, and in the annual changes in the law which prevented organic growth. The schools were kept pretty much without plan. What one legislature enacted the next modified or repealed.

Still the public school came as a suppliant to every succeeding legislature, and though its voice was weak it had in it the appeal of the multitude who knew that the only hope of educating their children lay in this feeble and dependent instrumentality.

A crisis was reached in 1886, and the legislature of that year made a complete revision of the school law.

The prominent new features of the law thus revised were: (*a*) uniform State examinations; (*b*) a system of school districts; (*c*) institutes for teachers; (*d*) visitation of the schools by the county superintendent; (*e*) requiring the superintendent to fix salaries according to the size of the school, the grade of license held and the executive and teaching capacity of the teachers; (*f*) granting to smaller towns the privilege of becoming separate school districts and of levying a tax or issuing bonds to build school houses; (*g*) provisions for th prompt payment of teachers' salaries.

The uniform examinations aroused violent opposition at first, but time has demonstrated the wisdom of the measure. Sympathy is one thing and business is another. The State must use the most effective method of guarding the schools from incompetent teachers. The great majority of the teachers themselves now admit the salutary effects of the State examinations. It is significant to note that during the last scholastic year 13,276 applicants were examined and 4,689 rejected. Surely it is needful to maintain a barrier against this army of incompetents. The State owes this protection to the children of the taxpayers from whom it collects annually nearly a million and a half dollars for school purposes.

The law of 1886 has remained practically unchanged for ten years—sufficiently long to test its provisions, and if upon review its merits are proved it will be the part of wisdom to let it stand as it is, in order that our school system may have time for that natural growth which comes alone through a slow process of evolution when the component forces are left to operate in harmonious action. To gain a fair estimate of progress of the public schools within the past decade we must take a view which will comprehend the elements of growth, both quantitative and qualitative.

The number of educable children has increased 92,213, or 20½ per cent; the number enrolled to 69,572, or 25 per cent. The rate of increase in population as shown for Mississippi by the United States census is 13 per cent. in ten years; so the enrollment in the schools has increased twice as fast as the population. In 1895 the children enrolled in the schools are one-fourth more than those of 1886.

In average attendance the increase since 1886-'7 is 38,817, or 23¾ per cent. The increase in the average length of attendance is from 76 to 105.4 days, or 39 per cent. These are quantitative elements of growth. They show that the schools now are instructing 125 pupils to every 100 instructed in 1886, and that 125 are taught 105·4 days apiece as against 100 taught 76 days apiece in 1886. The increase in the total amount of instruction given is thus shown to be at least 70 per cent. This is certainly a remarkable growth, but we must bear in mind that in 1886 only nine counties had terms of five months and that there were less than ten separate school districts with sessions exceeding six months; while in 1895 there are 59 towns with an average session of eight months, and 33 counties with sessions of five months or longer—9 of these having 6 months, 4 having 7 months and one 8 months—besides a considerable increase in a number of the remaining counties.

The number of teachers has risen from 6852 to 7855—an increase of 1003, or 14 per cent. The teaching force increased by only 14 per cent. are conducting the schools with an increased attendance of 25 per cent.

Let us now turn our attention to the cost of the schools.

The receipts for public schools have risen from $838,299 for 1886, to $1,433,766 for 1894-'5—an increase of $595,467, or 71 per cent.

The expenditures have risen from $802,476 to $1,276,501 —an increase of $474,025, or 59 per cent.

We have seen above that the volume of instruction given has increased fully 70 per cent. The total expenses have increased 59 per cent., which, compared with the increase in volume of work done, shows that the schools are relatively cheaper now than in 1886.

To make this comparison exact we must deduct from the expenditures of 1894–'5 the sum of $47,350—this amount having been spent in building, payment of bonds, for county institutes and teachers' libraries—these being elements of cost which did not exist in 1886.

By making this reduction the increase in the cost of maintaining the schools is only 53 per cent.

We see, therefore, that in ten years the volume of instruction given has increased 70 per cent. at an increased cost of 53 per cent.

To set the question of comparative cost in still clearer light we may note that the amount expended per month for each pupil in average attendance was $1.15 in 1886 and $1.19 in 1894–'5—and only $1.02 in 1893–'4.

The cost per pupil per month has been reasonably uniform for the decade, reaching its highest in 1891–'2, when it was $1.36. This estimate includes the whole expenditure for each year, and does not represent the average cost of teaching one pupil twenty days.

Basing the calculation on the amount paid in salaries of teachers we find that in 1894–'5 it cost exactly *one dollar a month* tuition for each pupil in average attendance.

This low rate of tuition demonstrates the economy of a system of public education, and is in striking contrast with the usual charges in private schools. It is safe to say that it would cost the people of the State twice as much to educate their children in private schools.

School-houses—Since 1887–'8 we have built 2348 country school-houses, more than one-third as many as we need for all the schools. The majority of these are fairly well-constructed framed buildings and afford reasonable accommodations to the children.

We must bear in mind that this notable achievement has been made without any direct tax for building purposes. In January, 1889, there was a distribution of $78,429 of accumulated Two and Three per cent. Fund derived from the sale of government lands in Mississippi, and by statute expended on buildings. The patrons of the schools have voluntarily contributed the rest of the cost of these 2348 school-houses, with the exception of small appropriations made from time to time out of the surplus school fund carried over at the end of the year.

In the matter of buildings the towns have a proud record. They have within the past decade built twenty-five brick school-houses costing from $10,000 to $30,000 apiece, and twenty-three framed buildings costing from $2500 to $8,000. These buildings are all equipped with the best quality of furniture, and stand as a perpetual guarantee that good public schools will be maintained in our towns.

The expenditure for buildings and the support of schools by local taxes place our towns in the forefront of progress. They give instruction to 28,820 pupils from eight to ten months in the year, and most of them have high school departments in which pupils may be well prepared for college. These schools are improving in effectiveness from year to year, and many of them compare favorably with schools in towns of the same size any where in the country.

TEACHERS.—The character of the teaching force is the best measure of the quality of the schools. It is not an easy matter to determine the progress made by our teachers. It cannot be reduced to per cents. We may, however, form a fair judgment by noting how they have used the opportunities afforded for their improvement. Inspection of the records reveals the fact that in 1886–7 there were only 1784 first-grade teachers employed in the schools of the State. This was the first year of the State uniform examinations, and only 30 per cent. of the teachers were found capable of taking first-grade licenses.

Prior to that time there had been practically no test of qualifications, and consequently little stimulus to study. Almost any one who applied was licensed to teach. When the State took the examinations in hand and applied the test it was found that 70 per cent. of the teachers fell below the requirements for a first-grade license. No wonder that the vitality of the schools was at a low ebb, when nearly three-fourths of the teachers possessed such meager attainments in scholarship. This condition of things could not be endured if the school system was to be conducted on business principles. The law of 1886 wisely provided that the salary of a second grade teacher should not exceed $30, and of a third grade $20, while a first-grade teacher might be paid $55. Coupled with the examinations this salary scheme operated as a powerful stimulus to study.

Prior to 1887 the schools were conducted on the credit system, the taxes being collected at the end of the year to pay for the schools. Under this pernicious system teachers' warrants were discounted from 10 to 15 per cent. Since 1887 the schools have been on a cash basis, except some slight discounts on the portion of salaries paid in "special warrants" the last two years. This was an unjust imposition on the teachers of the State, inasmuch as they were made to suffer discounts which the State should have assumed.

We find the first grade teachers increasing steadily year by year, until in 1894–5 the number reached 4218, an increase in nine years of 2434, or 136 per cent. We now employ two and one-third times as many first-grade teachers as in 1886-7. This shows great progress in the quality of the teaching force, but we are yet far from the goal, since we must still employ 3637 teachers whose scholarship is below first grade. This great number of second and third grade teachers is a serious impediment to the progress of the schools. They cannot render effective service. To supply their places with first grade teachers is one of the gravest educational problems we must deal with in the future.

It can not be claimed that the uniform examinations have been the sole agency to produce this marked increase of first grade teachers, but they have undeniably been the most potent factor in bringing about this desirable result, and any relaxation of this salutary measure will tend to remove the strongest safeguard from the portals of the schools.

In the county institutes have been enrolled annually more than 4000 teachers, who have had their knowledge of methods improved, their zeal aroused, their professional spirit quickened.

The eagerness of our teachers for improvement has no where been manifested more clearly than in attendance on the summer normals.

The establishment of these summer schools marks an educational epoch in the State. To find from 1600 to 1900 willing to use a part of their earnings in self-improvement is a notable event.

The attendants on the normals and county institutes spend annually at least $30,000—a noble contribution to the schools of the State, an evidence of the progressive spirit that has been engendered in the teachers, an assurance of better schools for thousands of children. These teachers have enjoyed exceptional advantages by coming under the instruction and personal influence of many of the most eminent teachers in the land. It is impossible to measure the increment of professional power resulting from these normals. Educational interest has been disseminated throughout the State, the teachers have at a bound leaped to a higher plane, have felt the inspiration of loftier ideals, and, what is of vast moment to the children of the State, have carried these ideals into their school rooms, there to touch the hearts and quicken the intellects of the future citizens of the commonwealth.

The people have come to realize something of this spirit of progress, and are looking upon the public school with a degree of favor never before exhibited. They see the possibilities of well-developed school systems, and cheerfully support the schools.

Public sentiment in all the towns has veered from indifference or open condemnation around to a degree of praise which borders closely on the danger line. Ten years ago it was barely respectable in most of the towns to patronize the "free-school;" to-day the handsome new public-school building is the pride of every citizen and gathers into its daily fold all the children from humble cottage and palatial home, there to enjoy alike the beneficent opportunities of public education.

As an adjunct to the public schools, and largely resulting from their stimulating influence, there have been established more than 200 high schools, academies and colleges, all of which have sessions from seven to ten months, and carry students beyond the public-school curriculum. These schools had an enrollment of 21,203 in 1894–5. Among these are a number of colleges and high schools in which excellent instruction is given and sound standards of scholarship maintained. A list of these schools, with the enrolment in each, will be found in the appendix—page 579.

Through the summer normals and county institutes the teachers have become acquainted, and the *esprit de corps* of the profession greatly magnified.

The summer normals have brought fully 1,500 public-school teachers into personal relation with members of the faculties of our state institutions of higher learning, thereby developing reciprocal interest, and bringing all our educational forces into harmonious co-operation.

More than a thousand teachers have attended the summer normals held at the University, and have during their stay had the benefit of its excellent physical and chemical laboratories.

Through these influences the carping criticisms so prevalent ten years ago have ceased, and the teachers of the State have come to realize that they are all engaged in the same great cause, whose highest interests can be best promoted by harmonious action along the whole line.

Through their departments of pedagogy the University and the Industrial Institute and College and will send out to the public schools many professionally trained teachers whose influence will in turn be exerted in directing students to these great institutions.

SUMMARY.—This review of the progress of education in Mississippi for the past decade, may be summarized as follows:

An increase of 69,572 pupils enrolled and of 29 days in length of session, making an expansion of 70 per cent. in the volume of instruction given; an increment of 1003 to the teaching force; an increase of 2434 first grade teachers; 2396 school houses built; the establishment of separate school district systems in 45 towns and the erection of 48 buildings therein; an increase of 70 per cent. in the revenue for schools; the establishment of county institutes with 4000 attendants, summer normals with 1919 maximum attendance, of departments of pedagogy in two State institutions, of 200 high schools and colleges; the maintenance of the schools at practically the same monthly cost per pupil; provisions for prompt payment of teachers' salaries; a marked elevation of professional spirit and consequently of the quality of teaching; the educational forces brought into a state of harmony and co operation.

These achievements of a decade show substantial growth and improvement in all essential elements of development. They demonstrate what can be done by a system of education.

Our school law contains only those organic provisions which have been tested and found effective and necessary for conducting a system of public education. Time alone is needed for the gradual and natural evolution of this system.

RECOMMENDATIONS.

1. That the State appropriation be continued at $925,000, of which $1500 be set apart to supplement the Peabody fund in support of summer schools for teachers.
2. That the salaries of county superintendents be fixed by statute.
3. That municipalities be granted specific power to levy and collect school tax in outside territory when attached as a part of a separate school district.
4. That diplomas from the departments of pedagogy in the State institutions, and from the Peabody Normal College, be made equivalent to professional State licenses.
5. That the office of State Superintendent be provided with a clerk.

For any person to open, to sell, to give away, or to offer to sell or give away the examination questions or copies thereof, prior to the time they are to be used, should be made a misdemeanor punishable by two months imprisonment and by a fine of $200, one half of the fine to be paid to the informant.

CONCLUSION.

The trust I have had the honor to hold so long has come to a close. It has involved a decade of arduous toil, but it has been a labor of love. I have not spared a single effort, physical or mental, by which I thought the interests of the schools would be promoted. Standing now at the end and viewing as a whole the work to which the ten best years of my life have been devoted, I am filled with sincere regret that more could not have been done for the children of the commonwealth.

In the achievements we have made towards building up a system of public schools worthy of respect and patronage, I have done my part honestly and the best I could. That was my duty, and I have tried to discharge it faithfully, as I promised when first honored with the office. To the people of the State who have provided the means of liberal support, to the county school officers who have borne the brunt of battle in the administration of the law, to the noble teachers who have responded to every opportunity and shown a superb spirit of progress—to these belong the praise.

In the recommendations made I have included only those measures which from long experience I deem needful to promote the highest interests of the schools and to insure their future progress.

For my successor, who during many years has been prominently connected with the public schools of the State, I bespeak the hearty co-operation of people, law-makers and teachers. The issues involved in administering a great system of education need the highest wisdom and the united service of all.

To the people of Mississippi, who bestowed the honor of this great trust, I tender assurances of lasting appreciation, asking only that my official shortcomings may in charity be mantled by their confidence and continued good-will.

Respectfully submitted,

J. R. PRESTON,
State Superintendent Public Education.

DEPARTMENT EXPENSES.

	1894	1895
Printing	$2590 46	$2499 00
Express, postage and telegrams	517 03	411 23
Traveling and clerical	300 00	300 00
Salary of State Superintendent	2000 00	2000 00
Total	$5407 49	$5210 23

In addition to the amounts included above, I expended in traveling expenses $47.50 for 1894, and $23.93 for clerical help in 1895.

J. R. PRESTON,
State Superintendent Public Education.

GENERAL STATISTICS

FOR THE

SCHOLASTIC YEARS

1893-4 and 1894-5.

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Counties.	Number of Educable Children Enumerated by Teachers.						
	White.			Colored.			Both Races.
	M.	F.	Total.	M.	F.	Total.	
Adams	853	858	1711	3035	3021	6056	7767
Alcorn	1776	1616	3392	685	727	1412	4804
Amite	1665	1524	3189	2199	2055	4254	7443
Attala	2614	2460	5074	2270	2239	4509	9583
Benton	1041	1006	2047	923	874	1797	3844
Bolivar	495	403	898	3566	3616	7182	8080
Calhoun	2025	1981	4006	800	709	1509	5515
Carroll	1725	1693	3418	2089	2307	4396	7814
Chickasaw	1596	1507	3103	1803	1964	3767	6870
Choctaw	1559	1334	2893	676	743	1419	4312
Claiborne	776	818	1594	2369	2435	4804	6398
Clarke	1615	1392	3007	1553	1727	3280	6287
Clay	967	863	1830	2230	2256	4486	6316
Coahoma	413	409	822	2947	2855	5802	6624
Copiah	3794	2665	6459	2599	2792	5391	11,850
Covington	1222	1045	2267	723	646	1369	3636
DeSoto	1221	1205	2426	2578	2530	5108	7534
Franklin	1127	1071	2198	673	762	1435	3633
Greene	695	528	1223	179	175	354	1577
Grenada	720	669	1389	2074	2195	4269	5658
Hancock	1119	1024	2143	397	452	849	2992
Harrison	1944	1821	3765	815	774	1589	5354
Hinds	1959	1882	3841	5565	5970	11,535	15,376
Holmes	......	......	......	......	......	......	......
Issaquena	81	78	159	1531	1638	3169	3328
Itawamba	2285	2302	4587	284	247	531	5118
Jackson	1571	1479	3050	750	709	1459	4509
Jasper	1419	1362	2781	1222	1230	2452	5233
Jefferson	821	817	1638	2654	2498	5152	6790
Jones	1895	1674	3569	287	327	614	4183
Kemper	1210	1236	2446	1744	1741	3485	5931
Lafayette	2550	2437	4987	1827	1812	3639	8626
Lauderdale	3003	2824	5827	3194	3090	6184	12,011
Lawrence	1398	1299	2697	1299	1329	2628	5325
Leake	1782	1737	3519	1088	1111	2199	5718
Lee	1991	1835	3826	1434	1373	2807	6633
Leflore	376	326	702	2491	2432	4923	5625

TABLE I—CONTINUED.

COUNTIES.	Number of Educable Children Enumerated by Teachers.						
	White.			Colored.			Both Races.
	M.	F.	Total.	M.	F.	Total.	
Lincoln	2094	1911	4005	1165	1254	2419	6424
Lowndes	1102	1173	2275	3053	3181	6234	8509
Madison	1022	1055	2077	4393	4335	8728	10,865
Marion	1347	1326	2673	547	554	1101	3774
Marshall	1758	1610	3368	3159	2995	6154	9522
Monroe	2167	2129	4296	3477	3645	7122	11,418
Montgomery	1551	1538	3089	1353	1447	2800	5889
Neshoba	1694	1587	3281	465	425	890	4171
Newton	1999	1814	3813	1042	986	2028	5841
Noxubee	863	861	1724	4160	4104	8264	9988
Oktibbeha	1020	1022	2042	1433	1567	3000	5042
Pearl River							
Panola	1817	1721	3538	3379	3314	6693	10,231
Perry							
Pike	2169	2030	4199	2308	2347	4655	8854
Pontotoc	2020	1914	3934	820	825	1645	5579
Prentiss	2074	1962	4039	436	448	884	4923
Quitman	148	149	297	489	486	975	1272
Rankin	1734	1487	3221	2071	1997	4068	7289
Scott	1470	1366	2836	1040	1013	2053	4889
Sharkey	225	245	470	1457	1389	2846	3316
Simpson	1292	1277	2569	768	802	1570	4139
Smith	1865	1665	3530	380	320	700	4230
Sunflower	586	554	1140	1238	1206	2444	3584
Tallahatchie	970	979	1949	1703	1668	3371	5320
Tate	1694	1476	3170	2211	2138	4349	7519
Tippah	1777	1606	3383	481	473	954	4337
Tishomingo	1366	1232	2598	162	162	324	2922
Tunica	130	116	246	1332	1423	2755	3001
Union	2079	1906	3985	679	787	1467	5451
Warren	1570	1415	2985	3283	3338	6621	9606
Washington	652	679	1331	6028	6241	12,269	13,600
Wayne	1304	1270	2574	818	852	1670	4244
Webster	1394	1364	2758	590	580	1170	3928
Wilkinson	666	662	1328	2548	2641	5189	6517
Winston	1412	1299	2711	1089	1116	2205	4916
Yalobusha	1413	1319	2732	1290	1504	2794	5526
Yazoo	1685	1558	3243	4432	4330	8762	12,005

TABLE I.—CONTINUED.

COUNTIES.	No. Educable Children, Assessor's Enumeration 1894.						
	Total both Races.	WHITE.			COLORED.		
		M.	F.	T.	M.	F.	Total.
Adams	10.694	913	925	1838	4446	4410	8856
Alcorn	5308	1946	1779	3725	799	784	1583
Amite	7853	1777	1488	3265	2450	2138	4588
Attala	9865	2674	2441	5115	2485	2265	4750
Benton	4565	1128	1112	2240	1188	1137	2325
Bolivar	12,209	505	451	956	6008	5245	11,253
Calhoun	5993	2335	2129	4464	812	717	1529
Carroll	8131	1896	1634	3530	2413	2188	4601
Chickasaw	7705	1693	1501	3194	2389	2122	4511
Choctaw	4729	1797	1572	3369	672	688	1360
Claiborne	8056	827	863	1690	3309	3057	6366
Clarke	6681	1646	1513	3159	1815	1707	3522
Clay	7333	1133	1045	2178	2572	2583	5155
Coahoma	6599	372	355	727	3135	2737	5872
Copiah	11,036	3048	2810	5858	2621	2557	5178
Covington	3773	1265	1151	2416	715	642	1357
DeSoto	8424	1191	1101	2292	3274	2858	6132
Franklin	5029	1294	1169	2463	1361	1205	2566
Greene	1737	743	583	1326	210	201	411
Grenada	5653	734	658	1392	2154	2107	4261
Hancock	3888	1459	1273	2732	566	590	1156
Harrison	6028	2270	2064	4334	863	831	1694
Hinds	17,631	2258	2081	4339	6770	6522	13,292
Holmes	12,711	1517	1336	2853	5341	4517	9858
Issaquena	4324	90	90	180	2147	1997	4144
Itawamba	4600	2030	2044	4074	280	246	526
Jackson	4979	1616	1544	3160	885	934	1819
Jasper	6441	1697	1493	3190	1671	1580	3251
Jefferson	7771	887	796	1683	3238	2850	6088
Jones	4988	2112	1827	3939	570	479	1049
Kemper	7917	1720	1536	3256	2450	2211	4661
Lafayette	8531	2452	2308	4760	1921	1850	3771
Lauderdale	13.541	3227	2896	6123	3826	3592	7418
Lawrence	5772	1465	1326	2791	1537	1444	2981
Leake	6005	1998	1832	3830	1145	1030	2175
Lee	8243	2293	2225	4518	1925	1800	3725
Leflore	6460	462	408	870	2989	2601	5590

TABLE I—CONTINUED.

COUNTIES.	No. Educable Children, Assessor's Enumeration.						
	Total Both Races.	WHITE.			COLORED.		
		M.	F.	T.	M.	F.	Total.
Lincoln	6871	2194	1855	4049	1471	1351	2822
Lowndes	11,366	1074	1071	2145	4879	4342	9221
Madison	10,998	1060	1077	2137	4429	4432	8861
Marion	4659	1672	1590	3262	716	681	1397
Marshall	10,753	1770	1651	3421	3798	3534	7332
Monroe	12,231	2278	2163	4381	4056	3794	7850
Montgomery	6190	1581	1499	3080	1642	1468	3110
Neshoba	4611	1876	1699	3575	555	481	1036
Newton	6533	2129	1870	3999	1325	1209	2534
Noxubee	11,937	881	909	1790	5275	4872	10,147
Oktibbeha	7483	1124	1017	2141	2707	2635	5342
Panola	11,193	1942	1797	3739	3856	3598	7454
Pearl River	1640	639	655	1294	181	165	346
Perry	3439	1236	1076	2312	613	514	1127
Pike	9129	2268	2061	4329	2451	2349	4800
Pontotoc	6469	2319	2216	4535	1019	915	1934
Prentiss	5438	2265	2021	4286	612	540	1152
Quitman	1264	169	130	299	550	415	965
Rankin	7934	1692	1531	3223	2497	2214	4711
Scott	5088	1559	1398	2957	1128	1003	2131
Sharkey	4599	283	259	542	2046	2011	4057
Simpson	4805	1419	1399	2818	978	1009	1987
Smith	4763	2142	1847	3989	432	342	774
Sunflower	4237	743	630	1373	1562	1302	2864
Tallahatchie	6027	1039	942	1981	2183	1863	4046
Tate	8117	1720	1610	3330	2540	2247	4787
Tippah	5340	2182	1870	4052	693	595	1288
Tishomingo	3269	1480	1390	2870	215	184	399
Tunica	3980	159	138	297	1890	1793	3683
Union	6329	2403	2272	4675	820	834	1654
Warren	13,086	1667	1461	3128	5009	4949	9958
Washington	15,730	686	694	1380	7101	7249	14,350
Wayne	4345	1321	1250	2571	890	884	1774
Webster	5265	1844	1838	3682	851	732	1583
Wilkinson	7780	781	720	1501	3212	3067	6279
Winston	5507	1668	1535	3203	1195	1109	2304
Yalobusha	6560	1541	1446	2987	1839	1734	3573
Yazoo	15,363	1909	1680	3589	6262	5512	11,774

TABLE II.

COUNTIES.	No. Pupils Enrolled.						Both Races.		No. Pupils in Average Attendance.					
	White.			Colored.			Total enrol'd.	Total in average attendance.	White.			Colored.		
	Male.	Fem.	Total.	Male.	Fem.	Total.			Male.	Fem.	Total.	Male.	Fem.	Total.
Adams	367	392	759	1843	1905	3748	4507	2391	205	227	432	908	1051	1959
Alcorn	1318	1229	2547	466	544	1010	3557	1783	688	644	1332	188	263	451
Amite	1341	1151	2492	1382	1390	2772	5264	3355	869	803	1672	819	864	1683
Attala	1917	1701	3618	1479	1575	3054	6672	3767	1047	991	2038	791	938	1729
Benton	926	811	1737	770	705	1475	3212	1517	457	431	888	323	306	629
Bolivar	316	392	708	2856	2894	5750	6458	3623	255	142	397	1555	1671	3226
Calhoun	1805	1662	3467	677	655	1332	4799	2623	955	963	1918	350	355	705
Carroll	1585	1237	2822	1723	1688	3411	6233	3330	696	754	1450	908	972	1880
Chickasaw	1343	1238	2581	1302	1374	2676	5257	3130	779	787	1566	752	812	1564
Choctaw	1295	1043	2338	609	631	1240	3578	2205	740	637	1377	415	413	828
Claiborne	518	571	1089	1655	1872	3527	4616	1983	278	355	633	618	732	1350
Clarke	1156	1008	2164	921	1148	2069	4233	2581	722	652	1374	527	680	1207
Clay	752	697	1449	1641	1748	3389	4838	3284	555	528	1083	1077	1124	2201
Coahoma	264	276	540	1638	1735	3373	3913	2108	153	172	325	879	904	1783
Copiah	2063	2085	4148	1955	2259	4214	8362	5261	1346	1506	2852	1073	1336	2409
Covington	970	829	1799	564	503	1067	2866	1797	579	495	1074	365	358	723
DeSoto	886	888	1774	2036	2025	4061	5835	2989	530	539	1069	989	931	1920

Franklin	848	748	1596	542	606	1148	2744	1543	504	468	972	267	304	571
Greene	513	409	922	113	115	228	1150	635	286	231	517	59	59	118
Grenada	551	483	1034	1345	1571	2916	3950	2264	322	327	649	793	822	1615
Hancock	660	589	1249	194	247	441	1690	1192	498	410	908	120	164	284
Harrison	885	843	1728	253	237	490	2218	1470	566	593	1159	157	154	311
Hinds	1924	1968	3892	3883	3899	7782	11.674	6977	1239	1381	2620	2053	2304	4357
Holmes	1144	1049	2193	3160	3336	6496	8689	5102	745	737	1482	1721	1899	3620
Issaquena	54	54	108	960	992	1952	2060	1251	38	38	76	579	596	1175
Itawamba	2128	2193	4321	200	162	362	4683	3978	1813	1847	3660	177	141	318
Jackson	840	776	1616	266	320	586	2202	1423	606	452	1058	169	196	365
Jasper	1034	925	1959	867	984	1851	3810	2322	618	612	1230	510	582	1092
Jefferson	437	514	951	1084	1161	2245	3196	2246	388	339	727	714	805	1519
Jones	1413	1262	2675	213	262	475	3150	1785	804	689	1493	136	156	292
Kemper	1001	1002	2003	1473	1516	2989	4992	3268	798	710	1508	819	941	1760
Lafayette	1897	1716	3613	1412	1432	2844	6457	4216	1297	1270	2567	885	764	1649
Lauderdale	1967	2129	4096	1406	1777	3183	7279	5059	1324	1534	2858	1022	1179	2201
Lawrence	1149	1077	2226	892	877	1769	3995	2243	657	651	1308	450	485	935
Leake	1419	1332	2751	799	831	1630	4381	2386	752	747	1499	435	452	887
Lee	1587	1514	3101	952	951	1903	5004	2851	896	885	1781	522	548	1070
Leflore	321	279	600	1745	1753	3498	4098	2479	186	180	366	1037	1076	2113
Lincoln	1680	1454	3134	1014	1029	2043	5177	3012	965	904	1869	542	601	1143
Lowndes	827	822	1649	2174	2433	4607	6256	3744	541	571	1112	1186	1446	2632
Madison	812	853	1665	2680	2905	5585	7250	3803	570	598	1168	1168	1467	2635
Marion	1078	1040	2118	410	437	847	2965	1871	689	707	1396	214	261	475
Marshall	1510	1221	2731	2304	2245	4549	7280	3549	755	702	1457	1031	1061	2092
Monroe	1719	1594	3313	2407	2565	4972	8285	4961	991	1001	1992	1435	1534	2969
Montgomery	1166	1120	2286	993	1125	2118	4404	2681	687	711	1398	581	702	1283

TABLE II.—CONTINUED.

COUNTIES.	No. Pupils Enrolled.						Both Races.		No. Pupils in Average Attendance.					
	White.			Colored.			Total enrol'd.	Total in average attendance.	White.			Colored.		
	Male.	Fem.	Total.	Male.	Fem.	Total.			Male.	Fem	Total.	Male.	Fem.	Total.
Neshoba	1625	1538	3163	465	425	890	4053	2788	1261	1176	2437	165	186	351
Newton	1669	1509	3178	832	828	1660	4838	2812	944	905	1849	464	499	963
Noxubee	636	645	1281	2824	2923	5747	7028	4184	406	425	831	1643	1710	3353
Oktibbeha	831	797	1628	1244	1339	2583	4211	2775	545	521	1066	800	909	1709
Panola	1579	1477	3056	2654	2597	5251	8307	4301	812	830	1642	1315	1344	2659
Pearl River	517	549	1066	130	111	241	1307	759	300	322	622	76	61	137
Perry	761	727	1488	300	286	586	2074	1668	595	492	1087	296	285	581
Pike	1861	1700	3561	1505	1675	3180	6741	4240	1143	1146	2289	898	1053	1951
Pontotoc	1762	1680	3442	688	722	1410	4852	2611	930	1003	1933	324	354	678
Prentiss	1678	1393	3071	328	343	671	3742	2154	983	803	1786	177	191	368
Quitman	127	119	246	287	252	539	785	457	72	60	132	169	156	325
Rankin	1335	998	2333	1626	1562	3188	5521	3469	809	863	1672	899	898	1797
Scott	1225	1111	2336	690	748	1438	3774	2301	739	707	1446	406	449	855
Sharkey	181	190	371	887	955	1842	2213	1338	105	120	225	524	589	1113
Simpson	1160	1126	2286	593	646	1239	3525	2157	700	707	1407	343	407	750
Smith	1362	1307	2669	278	254	532	3201	1859	866	685	1551	159	149	308
Sunflower	467	441	908	882	892	1774	2682	1459	246	252	498	486	475	961

Tallahatchie	720	724	1444	1305	1331	2636	4080	2525	425	434	859	763	903	1666
Tate	1336	1374	2710	1703	1860	3563	6273	3036	734	678	1412	807	817	1624
Tippah	1526	1301	2827	346	390	736	3563	2022	832	744	1576	200	246	446
Tishomingo	1084	979	2063	145	130	275	2338	1284	593	538	1131	80	73	153
Tunica	115	101	216	961	1070	2031	2247	1152	59	59	118	488	546	1034
Union	1786	1610	3396	548	639	1187	4583	2486	964	935	1899	282	305	587
Warren	609	696	1305	2080	2422	4502	5807	4105	504	624	1128	1428	1549	2977
Washington	350	402	752	2603	2805	5408	6160	4614	261	319	580	1945	2089	4034
Wayne	1160	993	2153	548	712	1260	3413	2021	682	673	1355	310	356	666
Webster	1362	1239	2601	500	529	1029	3630	2215	796	758	1554	320	341	661
Wilkinson	488	421	909	1672	1721	3393	4302	3006	136	125	261	1361	1384	2745
Winston	1143	1032	2175	836	905	1741	3916	2278	665	651	1316	456	506	962
Yalobusha	1156	1070	2226	983	1040	2023	4249	2422	679	643	1329	508	592	1100
Yazoo	1152	1111	2263	3210	3457	6667	8930	5711	724	735	1459	2022	2230	4252

TABLE III.

COUNTIES.	No. Teachers Employed Classified by Grades.								No Teachers Employed Classified by Sex.							Amount Paid in Salaries to Teachers.						No. Schools in County.	Average No. Days in Country Schools.
	White.				Colored.				Total of Both Races	White.			Colored.			White.			Colored.				
	1st. G.	2d. G.	3d. G.	Total.	1st. G.	2d. G.	3d. G.	Total.		Male.	Fem.	Total.	Male.	Fem.	Total.	Male.	Fem.	Total.	Male.	Fem	Total.		
Adams	18	8	1	27	5	29	19	53	80	6	21	27	7	46	53	$ 2408	$ 6415	$ 8823	$ 1665	$ 9235	$ 10,900	48	119
Alcorn	31	19	5	55	3	2	16	21	76	29	26	55	11	10	21	5315	3992	9307	1427	869	2296	61	100
Amite	68	1		69	17	16	18	51	120	25	44	69	34	17	51	3647	4501	8148	2692	1204	4196	89	76
Attala	85			85	14	34	6	54	139	29	56	85	27	27	54	4376	7544	11,920	2634	2139	4773	128	79
Benton	33	14		47	2	8	18	28	75	31	16	47	20	8	28	4542	1882	6424	1930	540	2470	63	100
Bolivar	45			45	26	31	45	102	147	4	41	45	59	43	102	609	8615	9224	7031	4116	11,147	104	85
Calhoun	69	7		76	6	18	7	31	107	40	36	76	20	11	31	5645	3876	9521	1725	871	2596	83	96
Carroll	59	14		73	22	21	18	61	134	23	50	73	42	19	61	3188	5329	8517	3800	1360	5160	120	78
Chickasaw	70	2		72	6	3	32	41	113	18	54	72	22	19	41	4048	8003	12,051	2367	1474	3841	84	99
Choctaw	55	4		59	9	21		30	89	38	21	59	19	11	30	3868	1411	5279	1617	481	2098	67	78
Claiborne	20	13	1	34	5	17	23	45	79	4	30	34	13	32	45	1702	8645	10,347	2946	4752	7698	62	161
Clarke	40	22	1	63	5	23	9	37	100	35	28	63	15	22	37	4110	3503	7613	1708	1017	2725	87	80
Clay	52			52	4	57	13	74	126	21	31	52	37	37	74	4465	4679	9144	3574	2424	5998	78	80
Coahoma	21	7		28	8	9	32	49	77	2	26	28	30	19	49	782	5412	6194	3067	1554	4621	69	89
Copiah	96	17		113	18	23	22	63	176	23	90	113	28	35	63	5954	15,368	21,322	4117	3229	7346	152	80
Covington	54	5		59	6	13	3	22	81	41	18	59	17	5	22	3646	1795	5441	1786	265	2051	63	77

DeSoto	39	15	..	54	12	27	15	54	108	13	41	54	35	19	54	$ 2640	$ 6523	$ 9163	$ 5095	$ 1536	$ 6631	83	99
Franklin..........	38	4	1	43	..	7	15	22	65	26	17	43	10	12	22	3265	1393	4658	972	886	1858	52	80
Greene....	27	4	..	31	..	2	5	7	38	14	17	31	7	.	7	2154	2623	4777	745	.....	745	38	109
Grenada	18	12	5	35	5	14	31	50	85	5	30	35	36	14	50	1918	5473	7391	4343	1068	5411	66	96
Hancock..........	22	16	2	40	1	7	3	11	51	19	21	40	2	9	11	3134	2270	5404	160	1145	1305	46	80
Harrison..........	26	10	4	40	..	7	1	8	48	19	21	40	6	2	8	2824	4132	6956	1168	325	1493	54	78
Hinds............	88	9	.	97	22	43	43	108	205	16	81	97	57	51	108	6956	20,442	27.398	8968	8414	17.382	147	118
Holmes.....	49	11	4	64	18	41	24	83	147	28	36	64	63	20	83	5951	4879	10,830	6985	2021	9006	119	80
Issaquena..	5	3	..	8	7	17	12	36	44	..	8	8	24	12	36	....	1980	1980	3528	1252	4780	28	120
Itawamba.........	48	26	..	74	1	8	3	12	86	64	10	74	12	..	12	7337	2185	9522	1047	....	1047	64	98
Jackson...........	26	14	6	46	4	.	6	10	56	13	33	46	4	6	10	2308	4481	6789	880	480	1360	47	79
Jasper	47	13	5	65	2	17	13	32	97	35	30	65	19	13	32	4896	3008	7904	1394	811	2205	83	73
Jefferson	40	1	1	42	20	22	5	47	89	12	30	42	21	26	47	2514	5959	8473	2726	2711	5437	76	120
Jones..............	34	18	3	55		5	3	8	63	35	20	55	4	4	8	4277	1891	6168	410	464	874	67	75
Kemper	51	8	3	62	13	28	11	52	114	20	42	62	24	28	52	3696	5281	8977	4019	1606	5625	110	78
Lafayette.....	79	16	..	95	3	38	18	59	154	34	61	95	39	20	59	8907	11,081	19,988	6032	1681	7713	121	120
Lauderdale	102	12	.	114	18	33	4	55	169	43	71	114	25	30	55	6013	4331	10,344	2682	1544	4226	104	80
Lawrence..........	41	24	1	66	1	9	21	31	97	36	30	66	14	17	31	4312	3081	7393	1018	878	1896	82	76
Leake	30	24	8	62	4	23	4	31	93	41	21	62	24	7	31	4506	2780	7286	1964	539	2503	85	78
Lee	46	23	.	69	3	16	15	34	103	31	38	69	26	8	34	6526	6718	13,244	3163	838	4001	79	100
Leflore......	23	1	1	25	16	26	25	67	92	5	20	25	30	37	67	1620	4328	5948	3779	2916	6695	68	98
Lincoln...........	53	24	..	77	7	14	7	28	105	30	47	77	13	15	28	3876	6763	10,639	1819	1948	3767	90	79
Lowndes.....	44	9	2	55	1	23	49	73	128	9	46	55	28	45	73	2105	10,873	12,978	3685	4071	7756	87	100
Madison	56	3	..	59	3	28	37	68	127	14	45	59	32	36	68	3420	9007	12,427	4365	4770	9135	113	100
Marion............	53	2	2	57	3	6	8	17	74	31	26	57	9	8	17	3150	2636	5786	720	400	1120	57	73
Marshall..........	65	13	..	78	1	21	46	68	146	63	15	78	33	35	68	2764	11,664	14,428	2879	3284	6163	130	120
Monroe...........	47	36	4	87	2	12	81	95	182	26	61	87	55	40	95	5095	10,357	15,452	4611	3140	7751	119	100
Montgomery	58	..	..	58	13	27	6	46	104	23	35	58	22	24	46	2997	3129	6126	1939	1379	3318	87	80

TABLE III—CONTINUED

COUNTIES.	No. Teachers Employed Classified by Grades.								No. Teachers Employ'd (Classified by Sex.)							Amount Paid in Salaries to Teachers.						No. Schools in County.	Average No. days in Country Schools.
	White.				Colored.				Total of Both Races.	White.			Colored.			White.			Colored.				
	First.	Sec'd.	Third.	Total.	First.	Sec'd.	Third.	Total.		Male.	Fem.	Total.	Male.	Fem.	Total.	Male.	Female.	Total.	Male.	Female	Total.		
Neshoba	40	20	9	69	..	2	8	10	79	38	31	69	9	1	10	$ 3747	$ 2538	$ 6285	$ 606	$ 36	$ 642	75	79
Newton	57	13	5	75	4	1	28	33	108	44	27	75	26	7	33	6889	3594	10,483	1940	408	2348	91	79
Noxubee	46	4	..	50	11	39	26	76	126	9	41	50	44	32	76	3050	8663	11,713	5588	3518	9106	99	100
Oktibbeha	42	9	..	51	4	16	14	34	85	20	31	51	25	9	34	3867	5113	8980	3382	679	4061	67	100
Panola	47	19	11	77	2	24	74	100	177	14	63	77	50	50	100	4337	11,462	15,799	5853	3786	9639	117	122
Pearl River	17	17	2	36	2	3	4	9	45	23	13	36	7	2	9	3698	1550	5248	467	264	731	41	98
Perry	44	9	2	55	1	..	11	12	67	21	34	55	11	1	12	2164	2161	4325	966	140	1106	57	78
Pike	86	8	..	94	22	21	19	62	156	33	61	94	36	26	62	6104	7755	13,859	4650	2612	7262	100	78
Pontotoc	35	29	5	69	1	10	13	24	93	27	42	69	13	11	24	4884	5896	10,780	1459	961	2420	76	109
Prentiss	45	26	7	78	2	4	7	13	91	43	35	78	10	3	13	5737	3192	8929	966	323	1289	55	100
Quitman	10	1	.	11	2	2	5	9	20	6	5	11	7	2	9	734	588	1322	818	195	1013	27	77
Rankin	88	..	..	88	12	33	12	57	145	34	54	88	38	19	57	2986	4490	7476	3025	1504	4529	121	80
Scott	43	8	5	56	2	6	15	23	79	23	33	56	18	5	23	2985	3583	6568	1768	316	2084	83	79
Sharkey	15	2	..	17	8	13	11	32	49	2	15	17	19	13	32	475	3062	3537	2956	1289	4245	40	80
Simpson	48	6	1	55	5	6	11	22	77	30	25	55	18	4	22	2677	2324	5001	1471	234	1705	72	70
Smith	58	16	2	76	3	7	6	16	92	56	20	76	14	2	16	5388	1388	6776	1031	80	1111	74	77

Sunflower........	31	..	..	31	12	20	..	32	63	7	24	31	19	13	32	$ 1225	$ 3231	$ 4456	$ 2420	$ 870	$ 3290	56	80
Tallahatchie......	27	16	.	43	3	17	21	41	84	13	30	43	27	14	41	3346	3883	7229	3734	1531	5265	84	91
Tate............	54	10	.	64	9	27	25	61	125	16	48	64	36	25	61	3662	7180	10,842	4684	2059	6743	86	100
Tippah..........	46	16	1	63	..	3	11	14	77	37	26	63	8	6	14	4780	3011	7791	652	514	1166	60	99
Tishomingo	34	23	1	58	2	..	7	9	67	43	16	59	2	6	8	5346	1354	6700	495	411	906	58	99
Tunica	14	..		14	13	23	5	41	55	1	13	14	14	27	41	200	2782	2982	1710	3141	4851	43	97
Union	49	25		74	2	7	15	24	98	48	26	74	19	5	24	7106	2895	10,001	1929	543	2472	63	97
Warren	51	5	3	59	10	39	34	83	142	6	53	59	40	43	83	3346	18,708	22,054	5125	8131	13,256	100	100
Washington	35	1		36	16	31	59	106	142	3	33	36	54	52	106	2370	11,892	14 262	9805	7450	17,255	95	137
Wayne	19	34	6	59	2	11	7	20	79	17	42	59	16	4	20	1714	3315	5029	1367	232	1599	77	85
Webster..........	64	1	..	65	7	17	3	27	92	41	24	65	19	8	27	5248	2088	7336	1586	439	2025	68	72
Wilkinson........	29	11	..	40	43	29	..	72	112	9	31	40	50	22	72	1250	4115	5365	5206	1888	7094	89	79
Winston.........	51	10	..	61	25	6	..	31	92	30	31	61	20	11	31	3313	2770	6083	1666	703	2369	86	79
Yalobusha	62	8	..	70	13	17	7	37	107	20	50	70	23	14	37	5359	6905	12,264	2440	1066	3506	76	89
Yazoo	73	3	..	76	35	19	34	88	164	17	59	76	48	40	88	4104	12,597	16,701	7286	6090	13,376	143	100

TABLE IV.

COUNTIES.	Average Salaries Paid per Month to Teachers.														
	In Country Schools.						Average of both races.	Average of both races.	In Country and City Combined.						
	White.			Colored.					White.			Colored.			
	Male.	Female.	Both.	Male.	Female.	Both.			Male.	Female	Both.	Male.	Female.	Both.
Adams	$40 00	$35 70	$37 50	$27 50	$23 80	$24 40	$27 40	$33 35	$55 00	$38 55	$42 20	$34 30	$28 05	$28 85
Alcorn	33 78	24 74	29 80	20 04	16 91	18 47	26 81	29 53	37 03	28 35	32 85	23 22	17 22	20 36
Amite	30 50	22 79	25 61	21 19	17 71	20 01	23 13	24 52	36 46	25 77	26 89	22 00	17 71	20 57
Attala	30 07	29 24	29 54	20 80	16 92	18 86	25 46	26 50	31 63	29 98	30 57	22 07	17 67	19 83
Benton	30 35	24 54	27 44	23 74	16 40	20 05	23 73	24 75	32 44	23 75	28 09	23 74	16 40	20 05
Bolivar	51 00	50 74	50 76	30 16	20 45	26 22	32 72	32 72	51 00	50 74	50 76	30 16	20 45	26 22
Calhoun	27 85	21 25	24 50	17 76	14 40	16 08	20 29	20 29	27 85	21 25	24 50	17 76	14 40	16 08
Carroll	34 65	26 64	29 17	22 60	17 87	21 14	25 00	25 00	34 65	26 64	29 17	22 60	17 87	21 14
Chickasaw	33 86	28 75	30 01	20 73	14 19	17 91	25 77	26 66	39 89	28 94	31 66	20 89	14 36	17 87
Choctaw	27 92	21 07	25 49	21 58	12 14	18 12	23 01	23 01	27 92	21 07	25 49	21 58	12 14	18 12
Claiborne	37 60	34 99	35 74	24 74	22 22	23 14	28 86	30 95	51 12	36 34	38 16	27 72	22 38	24 92
Clarke	32 22	25 21	28 71	23 47	15 56	19 51	24 11	24 70	33 40	26 00	29 70	23 87	15 56	19 71
Clay	39 68	34 44	36 70	23 25	19 39	21 40	27 36	28 47	44 52	34 88	38 77	23 33	19 02	21 24
Coahoma	30 75	41 90	41 48	21 95	18 46	20 56	28 09	29 35	57 87	42 18	43 31	22 28	18 82	21 37

E—5

Copiah	$31 80	$32 77	$32 59	$27 82	$20 02	$23 51	$27 76	$31 73	43 96	34 01	36 00	28 08	20 02	23 76
Covington	25 83	28 77	26 78	24 68	16 87	22 73	25 75	25 75	25 83	28 77	26 78	24 68	16 87	22 73
DeSoto	43 85	34 58	36 81	29 10	22 39	26 37	31 59	31 59	43 85	34 58	36 81	29 10	22 39	26 37
Franklin	28 46	27 22	27 98	25 55	18 84	21 74	25 86	25 86	28 46	27 22	27 98	25 55	18 84	21 74
Greene	27 91	28 07	28 00	19 73	......	19 73	26 41	26 41	27 91	28 07	28 00	19 73	......	19 73
Grenada	32 47	31 01	31 74	24 33	18 27	21 30	26 37	39 95	66 23	32 03	49 63	32 16	29 66	30 41
Hancock	21 88	21 48	26 54	20 00	20 00	20 00	25 30	32 89	53 96	28 51	38 96	20 00	20 00	20 00
Harrison	26 36	20 06	22 82	23 12	18 50	21 63	22 65	27 51	31 43	24 75	27 37	30 46	24 00	28 31
Hinds	46 14	35 96	37 49	24 44	23 51	24 05	29 89	32 49	59 03	37 19	40 80	25 34	24 71	25 04
Holmes	46 12	32 17	37 78	28 16	22 64	24 18	30 39	30 92	47 08	32 20	39 81	27 33	22 66	24 27
Issaquena	......	41 25	41 25	26 18	21 30	23 74	32 49	32 49	......	41 25	41 25	46 18	21 30	23 74
Itawamba	26 35	22 12	24 23	20 80	.....	20 80	22 51	22 51	26 35	22 12	24 23	20 80	..	20 80
Jackson	41 20	34 33	36 38	55 00	20 00	34 00	35 96	35 96	41 20	34 33	36 38	55 00	20 00	34 00
Jasper	34 97	25 06	30 01	18 83	15 59	16 96	28 48	28 48	34 97	25 06	30 01	18 85	15 59	16 96
Jefferson	34 91	34 51	34 55	22 85	18 82	20 41	27 17	27 17	34 91	34 51	34 55	22 85	18 82	20 41
Jones	20 68	18 77	20 11	16 66	20 93	17 13	18 18	22 20	26 46	21 08	24 76	22 70	21 08	21 99
Kemper	31 35	26 70	29 02	22 12	17 63	18 87	22 44	22 44	31 35	26 70	29 02	22 12	17 63	19 87
Lafayette	39 30	26 62	31 37	26 25	12 64	20 94	27 32	28 50	40 64	28 02	32 05	26 62	13 23	21 18
Lauderdale	34 95	27 77	31 36	27 94	21 44	24 69	28 02	32 66	34 95	36 22	38 02	33 13	21 50	27 31
Lawrence	31 47	26 00	28 73	18 84	13 99	16 41	22 57	22 57	31 47	26 00	28 73	18 84	13 99	16 41
Leake	27 47	33 09	30 28	20 45	19 25	19 85	25 06	25 06	24 47	33 09	30 28	20 45	19 25	19 85
Lee	40 18	29 55	34 11	22 10	19 08	21 44	30 13	31 44	42 82	31 00	35 79	23 02	18 45	21 88
Leflore	36 25	35 03	35 26	21 67	15 34	18 15	22 43	24 60	48 80	37 27	39 60	22 89	15 70	19 00
Lincoln	31 02	23 86	31 17	22 77	20 14	21 46	25 24	26 68	31 02	26 63	28 33	24 38	23 41	23 03
Lowndes	40 85	33 79	34 91	23 00	18 94	20 75	26 98	31 50	47 84	40 83	41 86	25 57	19 85	22 28
Madison	46 80	36 87	38 74	25 26	24 82	25 03	31 24	32 37	50 29	37 22	40 08	26 61	24 32	25 66
Marion	28 61	28 16	28 36	22 42	15 85	16 14	22 25	22 25	28 61	28 16	28 36	22 42	15 85	16 14
Marshall	38 66	31 77	32 98	18 82	15 23	16 79	24 73	26 48	45 17	32 03	34 17	19 56	15 59	17 23

TABLE IV.—CONTINUED.

COUNTIES.	Average Salaries Paid per Month to Teachers.													
	In Country Schools.						Average of Both Races.	Average of Both Races	In Country and City Combined.					
	White.			Colored.					White.			Colored.		
	Male.	Female.	Both.	Male.	Female.	Both.			Male.	Female.	Total.	Male.	Female.	Total.
Monroe	$40 34	$32 11	$35 02	$16 37	$15 46	$16 01	$25 07	$25 66	$40 34	$32 96	$35 34	$16 78	$16 07	$16 48
Montgomery	22 38	18 15	20 26	22 34	15 50	19 80	20 03	22 86	30 00	22 33	36 16	22 30	18 00	20 00
Neshoba	27 15	21 50	25 04	18 35	12 00	17 82	24 13	24 13	27 15	21 50	25 04	18 35	12 00	17 82
Newton	31 38	28 64	30 39	18 65	14 94	18 03	26 56	35 35	34 60	29 95	33 04	18 65	15 62	17 92
Noxubee	43 14	39 04	39 69	24 46	17 08	21 51	28 53	30 41	57 54	39 20	42 27	24 51	19 98	22 54
Oktibbeha	34 84	31 29	32 75	25 30	13 71	21 53	27 98	28 29	36 85	31 00	33 25	24 87	14 24	21 53
Panola	46 66	30 86	33 07	20 81	15 37	18 14	24 70	25 55	50 76	31 26	34 56	21 09	14 77	18 37
Pearl River	27 29	22 95	25 70	13 27	24 08	16 87	24 23	25 65	29 62	23 54	27 41	14 64	24 08	17 34
Perry	17 50	15 00	16 00	13 05	7 50	11 90	15 90	18 63	18 50	17 50	17 85	16 75	20 00	16 90
Pike	32 89	27 82	29 95	28 21	20 90	25 14	27 73	28 18	38 66	30 53	30 93	29 35	21 52	25 43
Pontotoc	30 61	24 94	27 22	18 61	18 04	18 22	24 92	25 55	31 66	25 52	27 99	21 05	18 04	18 76
Prentiss	32 56	26 13	30 84	18 31	21 53	19 11	28 77	28 80	33 14	26 00	31 11	18 98	21 53	19 57
Quitman	25 80	23 00	24 40	19 00	16 00	17 50	20 95	20 95	25 80	23 00	24 40	19 00	16 00	17 50
Rankin	24 14	25 50	24 82	21 00	20 88	20 94	22 88	......	......	......	......	......	......	......

Scott	$28 01	$25 06	$26 27	$18 12	$12 15	$16 52	$23 45	$23 45	$28 01	$25 06	$26 27	$18 12	$12 15	$16 52
Sharkey	47 50	40 86	41 64	31 57	21 53	27 50	32 40	32 40	47 50	40 86	41 64	31 57	21 53	27 50
Simpson	22 44	22 31	22 14	19 23	15 58	18 54	21 20	21 20	22 44	22 31	22 14	19 23	15 58	18 54
Smith	30 00	21 40	25 70	17 00	16 80	16 90	21 30	21 30	30 00	21 40	25 70	17 00	16 80	16 90
Sunflower	43 75	33 66	35 95	31 85	16 73	21 85	30 73	30 73	43 75	33 66	35 95	31 85	16 73	21 85
Tallahatchie	36 63	27 80	32 21	25 37	17 72	21 54	26 87	27 18	43 31	28 90	36 10	22 68	13 86	18 27
Tate	45 24	32 95	39 09	29 50	19 65	24 57	31 83	31 83	45 24	32 95	39 09	29 50	19 65	24 57
Tippah	28 05	26 02	27 22	17 32	18 80	18 06	25 65	25 55	28 05	26 20	27 22	17 32	18 80	18 06
Tishomingo	22 93	21 58	22 53	21 10	14 12	16 11	21 72	22 16	25 15	21 58	24 19	30 14	14 26	19 39
Tunica	40 00	43 84	43 57	29 33	28 14	28 57	32 33	32 32	40 00	43 84	43 57	29 33	28 14	28 57
Union	29 61	27 87	28 88	21 90	18 46	21 43	27 10	27 56	30 40	27 98	29 60	21 90	19 68	21 44
Warren	41 86	33 18	37 52	32 35	25 61	28 95	30 65	.....	.....	.....	.....	.....	.....	.....
Washington	50 00	47 45	47 75	27 98	19 70	23 37	43 30	44 14	68 97	51 43	60 20	27 98	28 18	28 08
Wayne	22 96	19 08	20 23	19 80	13 60	18 79	19 88	19 88	22 96	19 08	20 22	19 80	13 60	18 79
Webster	24 92	22 58	23 95	17 26	15 24	16 78	21 56	22 30	28 13	23 07	24 12	17 67	15 24	17 12
Wilkinson	39 04	32 19	35 61	27 19	22 86	25 02	30 34	30 34	39 04	32 19	35 61	27 19	22 86	25 02
Winston	27 61	22 42	25 01	20 82	15 96	18 39	21 74	21 74	27 61	22 42	25 01	20 82	15 96	18 39
Yalobusha	40 09	21 84	32 42	20 19	18 93	19 56	25 49	.....		.....	.....	.....	.....	.....
Yazoo	46 25	38 68	40 43	27 87	29 25	28 47	33 92	35 37	48 28	39 86	41 40	29 38	30 37	29 82

TABLE V.

COUNTIES.	No. Schools Taught				No. Districts Established for 1894–'95.								School Property Statistics.										No. Teachers Examined.			No. Teachers Licensed.		
					White.				Colored.						Kinds of Houses.			Houses Owned by		Houses Built in 1894.								
	White.	Colored.	Total.	No. Line Schools.	Regular.	Special.	Line	Total.	Regular.	Special.	Line.	Total.	Value of Houses and Lots.	Value of Furniture	Log.	Framed.	Brick.	Co'y or Ci'y	Otherwise.	Log.	Framed	Brick.	In Fall.	In Spring.	Total.	White.	Colored.	Total.
Adams	13	35	48	2	11	..	2	13	36	..	..	36	$ 28,130	$ 1840	..	43	5	24	24	..	2	..	46	94	140	36	45	81
Alcorn	43	19	62	3	35	5	4	45	18	2	..	20	10,235	1105	20	39	2	33	28	..	..	1	112	19	131	68	19	87
Amite	48	43	91	5	49	1	5	55	44	.	1	45	16,925	3340	20	65	1	50	37	2	2	..	68	64	132	63	48	111
Attala	76	52	128	4	74	12	6	92	53	..	1	54	23,250	6200	20	106	1	2	125	1	8	..	110	123	233	87	75	162
Benton	40	23	63	2	36	6	3	45	23	..	..	23	4400	355	5	27	.	20	44	..	..	.	75	23	98	57	35	92
Bolivar	42	61	103	1	45	..	1	46	68	..	..	68	44,780	3000	1	102	1	3	101	..	2	..	134	22	156	49	67	116
Calhoun	51	28	79	10	48	9	10	67	28	...	..	28	11.500	900	24	58	..	...	82	1	1	..	146	24	170	100	31	131
Carroll	64	56	120	8	57	2	5	64	53	2	1	56	3500	500	37	83	..	36	94	..	..	..	122	48	170	61	66	127
Chickasaw	50	34	84	4	44	6	2	52	38	..	..	38	48,315	3015	20	62	2	52	32	1	1	..	145	75	220	92	49	141
Choctaw	46	21	67	..	40	..	6	46	20	..	1	21	7840	...	1	66	..	60	6	.	6	..	66	56	122	88	34	122
Claiborne	28	34	62	..	26	..	2	28	34	..	..	34	18,490	2800	3	59	..	39	23	..	5	.	127	123	250	49	84	133
Clarke	56	31	87	5	55	..	5	60	30	..	..	30	2600	900	5	50	1	51	36	..	16	..	73	25	98	56	22	78
Clay	37	41	78	1	33	5	2	40	40	..	..	40	26,775	3445	..	76	1	76	...	..	.	..	84	66	150	30	84	114
Coahoma	26	43	69	1	25	3	1	29	42	..		42	21,300	2315	..	73	..	61	12	..	..	..	51	29	80	21	16	37
Copiah	87	65	152	6	80	3	5	88	71		1	72	45,170	6840	24	124	2	128	19	..	..	..	246	176	422	87	101	188

Covington	49	18	67	8	44	3	7	54	17	..	1	18	$ 10,165	$ 1315	21	46	..	56	11	1	3	..	25	69	94	24	19	43
DeSoto	41	42	83	..	40	..	1	41	43	..	1	44	13,245	1460	6	73	2	79	4	..	1	..	195	16	211	56	67	123
Franklin	35	22	57	3	32	..	2	34	17	..	1	18	5575	1115	10	35	..	29	18	..	..	..	30	48	78	29	18	47
Greene	31	7	38	2	32	..	2	34	7	..	..	7	3900	350	25	13	..	1	37	2	2	..	19	14	33	28	5	33
Grenada	28	38	66	..	29	1	...	30	37	1	..	38	23,640	2305	6	56	1	56	7	..	2	..	131	69	200	40	65	105
Hancock	32	8	40	4	34	1	4	39	9	..	..	9	7000	700	20	17	..	...	32	..	2	..	23	30	53	26	14	40
Harrison	40	8	48	2	42		3	45	9	.	..	9	17,250	2150	22	38	..	38	20	1	2	..	59	44	103	42	8	50
Hinds	66	82	148	6	60	1	3	64	77	..	3	80	80,000	11,650	30	116	2	133	15	..	5	1	334	145	479	139	119	258
Holmes	47	69	116	3	47	.	3	50	71	..	..	71	20,525	2635	12	106	2	76	44	..	10	..	222	95	317	39	53	92
Issaquena	8	20	28		8	..	..	8	20	..	..	20	150	.....	..	3	..	3	18	..	..	..	48	....	48	8	35	43
Itawamba	54	10	64	1	54	..	1	55	10	..	..	10	14,865	5010	20	44	..	62	2	.	.	..	45	25	70	90	12	102
Jackson	39	8	47	1	43	..	1	44	10	..	..	10	4105	510	20	12	..	...	32	..	..		32	37	69	40	5	45
Jasper	47	36	83	7	40	2	7	49	34	2	1	37	21,060	2870	14	69	..	68	15	..	5	..	82	73	155	60	22	82
Jefferson	39	37	76	2	37	2	2	41	37	..	..	37	11,675	1055	16	56	2	37	37	1	6	..	52	20	72	14	38	52
Jones	58	9	67	12	44	..	12	56	7	..		7	17,340	1980	22	42	1	35	30	..	1	..	48	44	92	50	17	67
Kemper	61	49	110	4	55	..	4	59	42	..	..	42	2000	100	18	79	..	43	54	..	3	..	102	114	216	68	46	114
Lafayette	70	45	115	6	66	4	3	73	45	..	3	48	51,180	3110	44	75	2	116	5	..	2	..	136	52	188	138	50	188
Lauderdale	63	41	104	2	65	1	2	68	41	..	..	41	96,000	13 000	2	100	5	83	24	1	3	2	76	210	286	116	71	187
Lawrence	52	30	82	5	41	4	5	50	32	1	1	34	11,950	2730	14	64	..	1	77	..	5	..	79	70	149	52	30	82
Leake	55	28	83	7	..	4	3	7	2	..	1	3	7190	1130	12	73	..	...	85	..	..	..	67	102	169	60	30	90
Lee	50	32	82	9	43	7	7	57	29	..	1	30	28,300	2770	15	66	1	4	78	..	4	..	159	25	184	70	36	106
Leflore	19	49	68	..	20	..	..	20	51	..		51	7700	1400	10	6	..	6	62	..	2	..	57	27	84	16	68	84
Lincoln	59	31	90	13	50		9	59	27	..	4	31	24,340	2670	3	85	1	1	89	..	2	..	111	63	174	73	16	89
Lowndes	38	49	87	..	24	..	..	24	38	..	..	38	40,000	4000	9	77	1	87	...	..	1	..	133	141	274	56	58	114
Madison	42	64	106	7	30	2	5	37	36	..	2	38	24,700	1500	1	111	1	109	4	..	2	..	150	43	193	52	87	139
Marion	45	13	58	3	53	..	2	55	15		..	15	14,560	1670	5	63	..	...	68	..	3	..	17	104	121	80	16	96
Marshall	63	62	125	3	61	9	2	72	59	3	2	64	25,000	2200	29	31	6	57	73	1	2	..	202	64	266	44	62	106
Monroe	67	53	120	1	65	7	1	73	55	..	..	55	50,450	4275	6	60	1	57	10	..	5	..	248	26	274	98	107	205

TABLE V.—CONTINUED.

COUNTIES.	No. Schools Taught				No. Districts Established for 1894-'95.								School Property Statistics.										No. Teachers Examined.			No. Teachers Licensed.		
					White.				Colored.						Kind of Houses.			Houses Owned by		Houses Built in 1894.								
	White.	Colored.	Total.	No. Line Schools.	Regular.	Special.	Line.	Total.	Regular.	Special	Line.	Total.	Value of Houses and Lots.	Value of Furniture	Log.	Framed.	Brick.	Co or City.	Otherwise.	Log.	Framed.	Brick.	In Fall.	In Spring.	Total.	White.	Colored.	Total.
Montgomery	37	36	73	10	38	..	12	50	35	..	1	36	$ 16,100	$ 1600	10	52	1	63	...	2	3	..	137	37	174	72	75	147
Neshoba	64	8	72	2	60	5	2	67	10	..	2	12	5000	1200	25	50	..	...	75		6	..	75	69	144	56	5	61
Newton	58	32	90	4	57	2	4	63	30	..	3	33	7845	800	24	66	..	5	85	..	..	..	115	47	162	60	26	86
Noxubee	43	58	101	4	41	1	3	45	59	..	..	59	22,480	1910	30	68	1	23	76	1	2	..	171	98	269	46	91	137
Oktibbeha	40	27	67	4	36	..	5	41	26	..	1	27	4000	125	5	62	..	4	63	..	..	.	90	67	157	64	51	115
Panola	55	62	117	7	49	6	4	59	59	2	2	63	9110	1300	31	85	1	12	105	1	1	..	219	32	251	87	100	187
Pearl River	30	6	36	4	28	..	4	32	7	..	..	7	7820	470	17	20	..	30	6	1	3	.	23	43	66	34	4	38
Perry	54	16	70	4	35	14	5	54	12	4	..	16	4309	1410	42	25	..	2	65	..	..	..	20	25	45	20	5	25
Pike	55	45	100	..	48	3	8	59	41	..	..	41	16,595	2470	..	92	.	20	82	..	3	..	91	79	170	66	50	116
Pontotoc	48	22	70	6	47	4	9	60	20	..	2	22	16,930	1595	23	40	2	3	63	..	1	..	158	98	256	95	29	124
Prentiss	49	11	60	9	40	6	10	56	11	..	1	12	10,815	1360	4	54	2	56	5	.	1	..	89	78	167	64	7	71
Quitman	11	13	24	2	11	..	2	13	13	..	..	13	400	.....	6	20	..	2	24	..	..	..	16	5	21	12	7	19
Rankin	63	51	114	7	63	..	4	67	51	..	3	54	15,130	3415	16	86	2	95	9	..	1	..	100	45	145	55	65	120
Scott	52	31	83	12	43	4	11	58	30	..	1	31	7905	680	25	40	..	38	25	1	3	..	90	67	157	64	24	88
Sharkey	16	24	40	..	16	..	..	16	24	..	..	24	15,550	1450	..	40	..	19	21	...	1	..	20	25	45	9	21	30

Simpson	48	22	70	9	46	..	11	57	22	..	8	30	$ 5620	$ 925	7	59	..	29	17	..	..	..	25	79	104	34	10	44
Smith	60	14	74	12	60	3	10	73	10	5	2	17	3250	125	24	38	..	33	25	2	3	..	14	48	62	38	12	50
Sunflower	30	26	56	1	29	..	1	30	26	..	.	26	2895	670	4	31	..	30	22	..		..	15	6	21	9	9	18
Tallahatchie	38	48	84	3	46	1	..	47	46	1	..	47	10,000	1500	10	70	..	...	80	..	..	..	80	60	140	35	41	76
Tate	41	40	81	2	41	3	3	47	40	2	1	43	12,700	2000	17	61	3	71	10	..	3		158	5	163	61	67	128
Tippah	46	13	58	1	46	8	1	55	13	1	..	14	4100	700	1	46	..	27	20	..	..	..	64	45	109	64	12	76
Tishomingo	47	8	54	3	42	7	3	52	8	..	..	8	2750	300	8	25	..	33	24	..	7	..	32	43	75	32	7	39
Tunica	14	29	41	.	14			14	29	..	..	29	11,410	1435	3	40	..	19	24	..	4	.	31	45	76	7	18	25
Union	40	20	66	6	35	6	8	49	21	1	2	24	7595	980	9	36	..	37	8	..	..	..	127	35	162	105	45	150
Warren	34	66	100	..	34	..	.	34	62		..	62	34,000	6000		96	..	12	46	.	..	..	145	55	200	40	116	156
Washington	22	73	95	..	25	.	..	25	75	..	..	75	23,875	1835		25	1	26	69	..	1	..	170	71	241	30	74	104
Wayne	57	20	77	5	54	..	6	60	21	..	2	23	8795	775	22	61	..	56	27	3	6	..	63	21	84	47	14	61
Webster	42	25	67	13	41	6	12	59	27	.	1	28	13,470	1340	24	45	..	1	43	1	..	..	86	35	121	80	31	111
Wilkinson	38	53	91	3	36	1	1	38	52	..	1	53	2330	320	7	19	1	19	72	..		..	37	105	142	29	45	74
Winston	55	31	86	5	59		6	65	31	.	1	32	5420	1070	50	41	.	88	3	.	3	.	41	73	114	58	21	79
Yalobusha	44	32	76	9	43	..	9	52	32	..	..	32	30,950	7000	15	43	..	58	3	..	3	..	121	15	136	65	53	118
Yazoo	59	82	141	2	59	3	2	64	82	2	..	84	68,770	5940	3	136	2	77	65		3	.	392	44	436	65	134	199

TABLE VI.

COUNTIES.	Number Attending County Institutes.			Amount Collected for Institute Fund.			Private Schools.						Number Pupils Studying Each Branch.											
							Number of			No Pupils Enrolled.														
	White.	Colored.	Total.	From Whites	From Color'd	From All.	White.	Colored.	Both Races.	White.	Colored.	Both Races.	Spelling.	Reading.	Geography.	Arithmetic.	Mental Arithmetic	Grammar.	Composition.	United States History.	Physiology.	Nat'l. Phil'y	History Miss.	Civil Gov'm't
Adams	31	48	79	$24 00	$ 58 00	$ 82 00	8	3	11	485	315	800	3446	3290	1675	3012	1261	912	945	616	87	76	60	32
Alcorn	50	18	68	54 00	17 50	71 50	4	..	4	215	..	215	2989	2814	994	1443	859	894	244	615	121	66	103	63
Amite	22	17	39	54 00	33 50	87 50	12	2	14	427	62	489	4365	4723	1765	2950	717	1382	698	1019	227	112	221	136
Attala	57	29	86	46 50	70 00	116 50	1	1	2	72	108	180	5850	4326	2219	3315	726	1777	368	1328	460	111	120	120
Benton	21	23	44	33 00	20 50	53 50	3	.	3	150	...	150	2370	1907	756	1640	363	697	131	602	160	96	81	63
Bolivar	22	28	50	26 00	34 00	60 00	5		5	50	...	50	4492	5406	1813	2092	997	1026	394	501	207	32	96	69
Calhoon	37	15	52	52 00	33 00	85 00	5	...	5	400	...	400	3011	2706	953	997	493	686	362	704	226	109	106	67
Carroll	27	30	57	22 00	38 00	60 00	6	..	6	280	...	280	4826	4717	1830	3428	742	1611	574	1118	403	127	108	73
Chickasaw ...	25	36	61	50 00	48 00	98 00	3		3	450	...	450	3508	3539	1297	2630	533	1274	448	1100	321	142	170	206
Choctaw.......	27	24	51	51 00	17 00	68 00	2		2	135	..	135	2702	2316	1031	1723	391	839	278	751	241	152	54	61
Claiborne	40	44	84	38 00	88 00	126 00	4	1	5	212	280	492	4024	4214	1318	2889	2371	1188	1021	841	70	53	216	56
Clarke	42	19	61	36 50	12 50	49 00	16	3	19	453	30	488	3535	3690	1458	2419	1288	899	348	770	288	88	43	33
Clay	33	61	94	20 00	55 00	75 00	8	2	10	350	100	450	3506	3822	1436	2703	1041	1441	1136	1063	688	60	200	155
Coahoma	..	26	26	12 00	39 00	51 00	..	..	..	..	..	...	2534	2881	2139	1794	557	616	300	129	351	22	63	67
Copiah	100	40	140	94 50	116 50	211 00	1	0	1	17	...	17	6190	7348	3157	4719	1407	2251	1071	2046	357	160	341	231

Covington ...	36	17	53	25 00	26 50	51 50	11	2	13	382	110	492	2485	2099	912	1438	380	463	285	394	93	35	34	16
DeSoto......	31	30	61	43 00	62 50	105 50	2	..	2	30	.	30	3856	4424	1585	3292	1277	1345	612	1125	305	83	99	73
Franklin......	20	6	26	18 50	19 50	38 00	6	.	6	90		90	2470	3339	659	1416	366	450	177	325	206	67	29	7
Greene.......	3	...	3	19 00	4 50	23 50	3		3	102	..	102	1150	1117	434	689	373	243	148	257	59	10	61	18
Grenada.....	30	27	57	28 50	69 50	98 00	1	..	1	127	..	127	2580	2829	1242	1940	362	809	404	561	304	54	57	20
Hancock.....	15	...	15	19 00	11 00	30 00	7	2	9	135	80	215	1474	1350	460	993	549	349	259	184	29	10	8	9
Harrison	24	...	24	55 00	11 50	66 50	9	3	12	299	192	491	1910	1974	802	667	895	525	404	442	130	34	15	14
Hinds	92	106	198	88 50	151 00	239 50	4	2	6	425	206	631	7616	9107	3918	6719	2767	2653	1955	1908	514	99	86	57
Holmes......	37	42	79	65 00	115 00	180 00	..	..		..	..	..	7145	6555	3265	4597	2010	2614	1961	2177	585	325	510	185
Issaquena ...		23	23	5 50	36 00	41 50	..		...	..	..	...	1235	1484	422	736	370	231	122	122	11	..	5	4
Itawamba ...	47	.	47	46 00	15 00	61 00		.		...	..	...	4031	3723	739	2420	891	1162	1719	847	313	295	147	81
Jackson.....	16	..	16	25 50	8 00	33 50	7	.	7	300	...	300	1770	1958	732	1331	457	547	308	369	142	27	10	2
Jasper.......	27	19	46	46 50	36 50	83 00	2	..	2	40	...	40	3594	2933	1356	1916	430	988	368	770	395	121	108	67
Jefferson.....	8	24	32	9 00	27 00	36 00	2	1	3	188	13	201	3020	3456	1312	2210	1630	1037	902	794	109	64	196	74
Jones......	40	6	46	39 50	13 50	53 00	3		3	70		70	2708	2234	857	1630	241	450	154	546	69	35	26	37
Kemper	17	20	37	60 00	52 50	112 50	25	10	35	300	110	410	3807	3549	1540	2942	575	1118	610	934	333	85	89	38
Lafayette....	58	31	89	68 50	25 50	94 00	15	..	15	750	...	750	5064	4497	2510	3854	1155	2358	637	1614	371	318	152	142
Lauderdale ...	37	42	79	71 50	111 50	183 00	6	3	9	420	490	910	6507	6496	3223	5134	1612	2820	3277	1935	1507	2033	1111	761
Lawrence	50	32	82	52 00	20 00	72 00	22	6	28	488	133	621	3545	2952	1518	1882	769	872	469	689	258	187	247	201
Leake.......	26	...	26	76 50	20 50	97 00	3	..	3	205	...	205	3849	2929	565	849	215	746	126	745	177	35	55	106
Lee..........	61	30	91	60 00	33 00	93 00	..	.	..	...	...	...	4046	3664	1722	3026	935	1440	653	1269	277	153	194	118
Leflore	...	13	13	8 00	34 00	42 00	..	..	..	...	...	...	3172	3613	1185	1654	539	641	180	460	149	42	90	69
Lincoln.......	52	27	79	63 00	27 50	90 50	18	11	29	355	194	549	4455	4229	2014	2909	1072	1334	861	792	357	133	146	127
Lowndes......	34	52	86	58 50	78 50	137 00	..	...	..	...	...	...	4549	5047	1978	3642	1048	1466	911	1106	402	84	86	98
Madison	29	54	83	26 00	49 00	75 00	2	1	3	123	362	485	4429	5165	2443	3356	1249	1569	511	1188	351	147	192	131
Marion.......	38	11	49	48 50	13 00	61 50	6	..	6	449	...	449	2538	2398	1049	1558	499	569	519	754	149	38	38	36
Marshall	90	30	120	51 50	83 50	135 00	6	7	13	330	300	630	4594	4816	2205	3740	1067	2037	870	1062	346	184	217	112

TABLE VI—CONTINUED.

COUNTIES.	Number Attending County Institutes.			Amount Collected for Institute Fund.			Private Schools. Number of			Private Schools. No. Pupils Enrolled.			Number Pupils Studying Each Branch.												
	White.	Colored.	Total.	From White.	From Color'd	From All.	White.	Colored.	Both Races.	White.	Colored.	Both Races.	Spelling.	Reading.	Geography.	Arithmetic.	Mental Arithmetic.	Grammar.	Composition.	United States History.	Physiology.	Nat. Phil.	Hist. Miss.	Civil Gov't.
Monroe.	66	50	126	$65 50	$ 71 50	$137 00	2	..	2	82	...	82	5925	6232	2999	4513	1468	2315	1038	1786	336	86	109	82
Montgomery	36	19	55	37 00	50 00	87 00	28	7	35	280	125	405	3736	3203	1509	1751	715	1141	326	791	333	280	191	114
Neshoba.........	55	...	55	60 00	12 00	72 00	7	..	7	260	...	260	4153	3976	1509	1693	162	841	790	694	262	245	98	105
Newton..........	35	18	53	55 00	29 00	84 00	8	2	10	650	70	720	4337	3865	1507	1118	484	1160	537	929	281	158	67	29
Noxubee.........	35	48	83	31 50	104 00	135 50	2	..	2	97	...	97	3949	5176	2292	3372	1452	1724	900	796	367	66	130	70
Oktibbeha	42	50	92	39 00	39 50	78 50	..	..	..	...	...	...	3370	3422	1606	1321	709	931	443	821	435	93	177	168
Panola..........	30	78	108	59 50	76 50	136 00	9	.	9	450	...	450	6495	6821	3509	5384	2414	2909	2006	1937	826	179	456	260
Pearl River.......	14	...	14	36 50	5 00	41 50	.	..	..	...	..	...	1173	1071	422	811	175	189	184	278	64	14	66	10
Perry	7	..	7	36 50	......	36 50	10	1	11	200	25	225	1111	1046	775	650	500	675	700	950	325	25	100	275
Pike	37	40	77	51 50	59 50	111 00	6	1	7	350	20	370	5152	5067	2458	3282	991	1539	706	1529	440	85	203	92
Pontotoc	45	16	61	95 50	33 50	129 00	6	.	6	696	...	696	3649	3977	1494	2719	1246	1267	477	889	203	105	95	56
Prentiss.........	101	...	101	72 50	11 00	83 50	6	..	6	317	...	317	3239	2615	1240	1788	2236	838	333	684	251	118	118	86
Quitman.........	...	...	...	6 00	4 50	10 50	..	..	.	...	...	...	714	671	204	310	66	155	10	100	18	1	7	...
Rankin	30	12	42	44 00	68 00	112 00	11	..	11	830	...	830	4678	4584	1946	3226	656	1283	560	899	267	104	152	198
Scott............	40	12	52	56 00	41 00	97 00	7	..	7	261	...	261	3199	2991	1133	2202	677	971	216	596	217	85	138	83

Sharkey	...	26	26	$ 5 00	$ 43 50	$ 48 50	2	..	2	15	...	15	1591	1782	689	1156	459	552	209	266	181	14	127	33
Simpson.........	28	...	28	33 50	12 50	46 00	6	2	8	245	70	315	1785	1455	537	1051	111	367	47	335	58	44	30	32
Smith..........	30	...	30	24 50	6 50	31 00	..	..	..	...	...	...	2925	2465	919	1462	221	593	125	436	122	56	68	53
Sunflower	13	...	13	11 00	14 00	25 00	..	..	..	...	...	...	2370	2255	684	1515	506	552	347	350	71	10	111	67
Tallahatchie	31	36	67	40 00	30 00	70 00	10	..	10	200	...	200	4050	3820	1841	2015	1469	1539	800	1100	961	649	400	400
Tate	52	50	102	35 00	44 00	79 00	11	..	11	451	...	451	4433	4411	2004	2202	1095	1620	650	2339	515	173	216	134
Tippah	42	13	55	50 50	6 00	56 50	3	..	3	543	...	543	3127	2295	852	1767	484	750	347	588	180	121	80	75
Tishomingo	32	...	32	35 00	8 50	43 50	3	..	3	226	...	226	2124	1825	541	1002	238	336	102	375	104	12	2	3
Tunica	...	18	18	9 00	27 00	36 00	.	..	..	...	...	...	1705	1844	494	1173	402	387	88	205	33	12	20	13
Union	16	12	28	58 00	24 00	82 00	8	1	9	430	20	450	3775	3027	1281	2319	459	933	238	1043	225	131	146	90
Warren	31	79	110	24 00	76 00	100 00	4	1	5	488	52	540	5275	6241	2834	3160	1662	2208	1753	1009	288	99	110	61
Washington.....	...	80	80	17 00	103 50	120 50	4	2	6	103	65	168	6604	5986	2799	3825	1473	1495	1105	919	353	205	72	67
Wayne	35	...	35	31 00	10 50	41 50	3	2	5	275	40	315	2097	1539	416	1218	195	415	223	498	69	47	16	11
Webster..	30	31	61	52 50	17 50	70 00	3	..	3	156	...	156	2391	2112	828	1021	504	870	506	510	211	61	52	48
Wilkinson	10	35	45	17 50	53 50	71 00	1	..	1	75	...	75	2337	2708	1490	1704	493	697	295	543	128	62	137	81
Winston..........	17	20	37	37 00	20 00	57 00	3	..	3	300	...	300	2993	2631	987	1591	487	797	234	765	202	150	178	169
Yalobusha........	26	19	45	40 00	25 00	65 00	6	..	6	110	...	110	3055	2880	1351	2149	727	1145	401	750	413	95	192	105
Yazoo	38	83	121	64 00	193 00	257 00	8	6	14	275	300	575	6492	7043	2993	4427	2453	2053	942	2557	471	115	311	239

TABLE VII.

COUNTIES.	Total Receipts.	Total Disbursem'nts	Total balance forward.	Receipts from State Distribution.	Total from Polls.	Polls received after May 15.	County Levy.	City Levy.	Assessed Valuation of Realty and Personalty, 1894.	Paid on Old Warrants.	Unpaid Warrants.
Adams........	$35,847 60	$22,067 65	$13,779 95	$14,159 15	$3004 00	$ 18 00	....	$ 6070 67	$4,601,122	....	....
Alcorn...	16,201 79	13,607 69	2594 10	6289 45	2888 64	....	....	2162 12	1,338,564	$ 52 50	$1039 71
Amite	15,575 81	15,052 55	523 26	7221 45	4322 16	31 04	....	2034 56	2,263,294	....	....
Attala	22,122 33	19,167 18	2955 15	9904 21	4746 70	19 40	....	1973 29	2,134,643	....	....
Benton	10,437 33	9794 78	642 55	6003 13	1903 14	....	....	103 07	911,891	....	128 50
Bolivar	23,049 87	20,351 03	2698 84	17,797 86	1584 36	....	....	....	2,854,853	......	1993 23
Calhoun	20,523 32	17,887 54	2635 78	8456 33	2635 78	....	4635 10	....	929,603	4519 23	....
Carroll	15,467 30	15,246 94	220 36	10,377 14	3810 16	118 34	....	....	1,901,137	....	......
Chickasaw	23,904 98	20,340 92	3564 06	10,737 62	2879 42	29 10	3798 53	1291 27	1,567,758	2860 95	....
Choctaw	8905 46	8315 34	590 12	5332 92	2923 58	13 58	....	....	801,719	10 00	....
Claiborne......	19,560 48	20,603 77	....	10,249 50	3783 00	184 30	3406 98	1788 04	2,377,492	....	....
Clarke	12,880 09	12,574 15	305 94	7388 08	3587 80	....	....	1161 90	2,075,248	....	....
Clay..........	20.339 64	18,677 87	1661 77	11,379 21	390 24	101 96	....	1893 74	2,271,173	104 35	184 29
Coahoma	20,350 42	14,883 33	5467 09	10,710 66	2339 61	465 68	2871 82	1039 92	2,967,041	2206 00	....
Copiah	36,352 60	35,778 90	573 70	16,804 55	5826 24	1906 52	....	3552 74	6,123,914	....	....
Covington.....	9396 00	8434 38	961 62	3933 04	2378 44	58 22	....	....	809,635	....	....
DeSoto	20,649 82	17,851 42	2798 40	11,930 05	3407 08	54 32	....	....	2,208,542	701 00	....

Franklin	$ 7798 14	$ 7539 22	$ 258 92	$ 4818 27	2405 59	....	....	....	$ 822,314	166 16	....
Greene	7460 10	6034 46	1425 54	1905 18	986 40	177 50	3205 55	....	739,295	37 00	....
Grenada	17,124 10	16,008 56	1115 54	7644 55	2506 48	31 04	....	2175 54	1,814,391	....	....
Hancock	9935 10	9220 75	714 35	4315 63	1936 02	153 26	....	1119 33	1,836,650	....	....
Harrison	12,829 55	10,258 30	2571 25	6796 18	2002 03	153 21	....	644 17	2,286,388	....	....
Hinds	61,479 88	48,978 45	12,501 43	24,067 73	6411 22	5 82	2560 45	9819 73	6,367,991	53 00	....
Holmes	31,675 11	27,069 46	4605 65	17,135 27	4315 13	89 34	....	2336 04	3,871,992	....	....
Issaquena	13,491 20	7930 86	5560 34	6087 04	1121 60	74 10	....	....	1,386,721	104 40	....
Itawamba ...	15,957 02	12,532 67	3424 35	6147 89	2845 98	....	....	....	738,015	939 94	....
Jackson	13,551 36	9443 39	4107 97	5740 06	2353 02	201 76	....	....	1,918,590	....	....
Jasper	11,805 52	11,384 06	421 46	7151 33	3701 62	21 44	....	....	1,312,415	210 95	146 33
Jefferson	17,194 48	15,954 14	1240 34	8908 07	4041 02	36 86	....	....	1,754,901	....	....
Jones	9920 86	8091 00	1829 86	3822 83	2577 75	....	....	1199 65	2,446,603	36 15	....
Kemper	14,971 67	14,904 17	67 50	9831 64	4194 28	9 70	....	....	1,551,981	....	....
Lafayette	31,495 81	31,052 26	443 55	9688 27	4264 16	....	....	219,0 81	2,071,883	....	....
Lauderdale ..	47,932 85	43,978 09	3954 76	14,816 04	7775 00	475 35	....	16,055 40	9,322,116	....	....
Lawrence	11,075 93	10,645 47	430 46	6208 95	3228 18	19 40	....	....	1,212,115	....	....
Leake	12,018 06	10,665 34	1352 72	7276 11	3340 68	....	....	....	1,000,673	417 53	444 78
Lee	22,877 93	19,169 07	3708 86	11,071 53	3450 90	....	....	1929 32	2,163.410	....	....
Leflore	14,329 04	14,086 66	242 38	7849 62	2244 04	....	....	2419 98	1,668,976	....	....
Lincoln.......	17,413 69	16,499 32	914 37	8854 01	3837 38	161 08	....	2541 94	2,413,405	316 10	....
Lowndes	27,847 70	24,600 23	3247 47	17,585 50	3127 22	....	....	2209 87	4,290,778	....	....
Madison	27,605 35	25,589 90	2015 45	23,938 77	4050 88	73 72	2865 95	2054 25	2,981,299	....	....
Marion	9996 56	8041 20	1955 36	4514 07	3059 30	188 18	....	....	1,213,477	....	....
Marshall	40,907 10	25,658 31	15,248 79	15,634 04	3861 78	54 32	3165 31	1650 00	2,110,562	....	....
Monroe	32,606 11	28,385 77	4220 34	18,193 78	3462 92	....	....	1307 40	3,586,821	....	....
Montgomery ..	11,567 58	10,732 02	835 56	5392 94	3178 68	23 28	....	1380 58	1,603,159	....	....

TABLE VII.—CONTINUED.

COUNTIES.	Total Receipts.	Total Disbursements.	Total Balance Forward.	Received from State Distribution.	Total from Polls.	Polls Received After May 15.	County Levy.	City Levy.	Assessed Valuation 1894.	Paid on Old Warrants.	Unpaid Warrants.
Neshoba........	$ 7760 86	$ 7643 87	$ 117 05	$ 4834 13	$2744 58	$ 35 94	....	....	$ 747,104	....	....
Newton,.......	16,619 67	14,234 86	2384 81	7574 57	4021 01	......	$ 488 64	$ 1203 03	1,729 208	......	....
Noxubee......	27,318 63	12,576 27	4742 36	16,733 94	3110 23	9 70	....	3734 14	3,292,236	$ 141 00	....
Oktibbeha.....	18,690 16	15,879 47	2810 69	10,553 29	2707 27	....	....	1243 26	1,690,080	545 35	....
Panola........	32,961 82	28,162 89	4798 93	14,824 40	4469 76	139 68	....	1157 59	3,722,211	....	....
Pearl River....	10,482 03	6969 67	3512 36	1956 36	1008 80	102 82	3485 40	1059 76	1,142,797	....	....
Perry,........	5800 03	5723 08	76 95	3168 41	1849 50	263 74	....	25 45	2,131,697	412 65	$ 255 00
Pike..........	24,270 67	23,534 97	735 70	10,958 60	5284 49	347 26	....	2452 46	2,641,211	614 80	....
Pontotoc......	16,557 42	14,783 73	1773 69	7748 82	3408 58	25 22	....	525 00	1,163,472	....	....
Prentiss......	13,630 40	12,261 55	1368 85	6346 38	2944 94	7 76	....	596 86	1,404,760	....	....
Quitman	3071 12	2764 82	306 30	1697 30	489 45	49 60	....	....	642,250	....	....
Rankin	15,784 72	15,339 43	445 29	8988 10	4318 74	130 00	....	935 42	1,899,890	....	....
Scott	12,138 61	11,759 50	379 11	8606 95	3022 52	....	....	....	1,113,214	1086 51	12 00
Sharkey	13,982 63	10,752 14	3230 49	6010 56	1212 48	79 66	2367 61	....	1,180,434	....	....
Simpson......	9281 04	8296 34	984 70	4926 73	2761 47	95	....	....	842,703	818 36	1579 26
Smith*........	....	....	....	....	....	....	....	....	778,224	....	....
Sunflower....	10,026 58	9577 87	448 71	4775 88	1943 19	284 70	....	....	1,739,568	109 75	216 00

Tallahatchie ..	$15,605 81	$15,184 67	$ 421 14	$ 8435 36	$1949 48	$ 43 00	$1907 44	$ 258 66	$ 2,136,431	$ 150 00	....
Tate..........	24,563 97	19,531 73	5032 24	10,943 73	3546 32	32 98	2575 41	....	2,473,581	....	....
Tippah	16,877 49	12,444 08	4433 41	6497 31	2512 16	....	2127 55	....	848,518	1362 77	....
Tishomingo ...	12,404 13	11,412 23	991 90	4303 39	1913 30	....	2617 67	795 65	959,838	2486 82	$ 470 48
Tunica	15,699 94	10,837 39	4862 55	5579 14	1431 72	....	......	....	1,319,773	345 00	....
Union	15,529 56	13,490 38	2039 18	7147 33	3708 87	39 57	......	491 38	1,603,024	196 75	44 00
Warren	51,725 67	43,272 67	8453 00	14,444 57	4353 36	370 54	4929 21	....	6,213,207	61 00	183 60
Washington	43,667 89	36,352 68	7315 21	24,998 73	2759 39	287 12	....	13,975 90	9,118,408	60 00	....
Wayne	8695 03	7569 10	1125 93	4674 52	2320 57	366 99	......	2085 00	1,186,232	....	....
Webster	10,697 59	10,273 87	423 72	5781 05	3058 06	55 76	....	412 67	1,089,580	13 00	....
Wilkinson	14,738 53	14,155 60	582 93	10,837 30	3693 16	395 16	.....	....	2,153,822	.....	....
Winston	9560 91	9409 93	150 98	6212 08	2599 81	11 65	.....	....	853,164	....	....
Yalobusha ...	18,540 05	18,847 08	(*a*)	9110 85	2510 36	25 22	....	3909 46	1,753,791	316 00	1409 00
Yazoo	39,086 81	34,817 56	4269 25	21,089 16	4701 63	279 93	......	5301 96	5,807,094	30 00	3469 29

(*a*) This report shows a deficit of $307.03. There was a balance forward in county and Coffeeville of $578.90.

* See financial report of County Superintendent in Table IX. These totals are added in the general summary to get the totals given there. The reports of the Superintendent and Treasurer were returned Sept. 6 for corrections, and received back too late to be entered here.

TABLE VIII.

COUNTIES.	Superintendent's Salary.	Per Capita Expenditures.						Township Funds.			
		In Country Schools.			In Country and City Combined.						
		Amount expend'd for			Amount expend'd for						
		Each educable child.	Enrolled.	In average attendance.	Each educable child.	Enrolled.	In average attendance.	Amount of township fund held.	Number of acres of land held not rented or leased.	Total receipts from interest and rents.	Total State school fund apportioned to county and separate school districts therein.
Adams	$ 799 80	$ 1 38	$ 3 27	$ 5 68	$ 2 49	$ 4 95	$ 8 96	....	....	....	$ 17,145 86
Alcorn	567 77	2 20	3 22	6 60	2 59	3 86	7 71	....	....	....	9191 39
Amite	475 09	1 55	2 34	3 67	1 94	2 96	4 51	$ 274 48	....	$ 14 20	11,549 39
Attala	553 05	1 55	2 34	4 09	1 93	2 86	5 07	7377 50	....	304 65	17,299 14
Benton	510 00	2 10	3 03	6 50	3 47	4 87	7 95	....	....	....	7984 77
Bolivar	799 92	1 84	3 49	6 23	....	....	....	7518 44	3840	650 35	19,386 23
Calhoun	300 00	2 02	2 52	4 61	....	....	....	....	....	....	11,052 13
Carroll	600 00	1 87	2 13	4 64	....	....	....	5868 77	....	387 14	14,226 43
Chickasaw	540 00	2 47	3 64	6 12	2 64	3 87	6 49	....	....	....	13,488 55
Choctaw	315 00	1 55	2 06	3 34	....	....	....	307 00	....	41 14	8200 43
Claiborne	883 45	2 24	3 92	9 61	2 58	4 50	10 48	172 50	....	167 25	13,957 30
Clarke	462 60	1 38	2 18	3 61	1 56	2 46	4 06	70 97	....	14 00	10,524 56
Clay	643 48	2 13	3 22	4 77	2 62	3 98	5 86	....	....	....	13,666 78

Coahoma	$ 799 85	$ 1 56	$ 2 80	$ 5 08	$ 1 87	$ 2 10	$ 5 95	......	......	......	$ 12,576 00
Copiah	761 00	2 01	2 42	4 21	3 14	4 13	6 58	$ 1351 93	......	......	21,002 79
Covington	256 20	1 98	2 61	4 16	......	......	....	2923 35	1280	462 59	6296 90
DeSoto	606 66	2 07	3 05	5 97	......	......	......	......	......	......	15,333 25
Franklin	360 00	1 51	2 75	4 80	.. ..	......	......	2313 74	......	......	7188 06
Greene	150 00	3 18	3 50	8 69	.. ..	......	......	......	......	......	2819 60
Grenada	733 32	2 00	2 83	5 19	2 82	4 05	7 07	7303 33	......	337 60	10,119 98
Hancock	405 00	1 75	3 27	4 88	1 94	3 98	5 73	376 84	2560	194 76	6168 58
Harrison	746 87	1 73	2 88	4 16	1 71	3 80	5 04	11,400 24	......	1466 65	8792 15
Hinds	800 00	2 07	3 11	5 36	2 75	4 20	7 01	8445 37	......	2607 08	31,060 39
Holmes	800 00	1 85	2 66	4 59	2 03	2 96	5 06	14,544 48	640	2535 42	21,451 93
Issaquena	600 00	1 63	3 28	5 40	......	......	......	2966 01	......	1306 93	7134 60
Itawamba	350 00	2 75	2 75	3 19	......	......	......	......	......	......	8989 99
Jackson	701 69	1 63	3 70	5 72	......	......	......	1294 99	......	275 05	8073 88
Jasper	425 84	1 87	2 98	4 90	......	......	......	110 90	......	19 95	10,845 38
Jefferson	650 00	1 95	4 74	6 76	......	......	......	11,724 43	......	1062 61	12,919 99
Jones	489 30	1 19	1 82	3 16	1 42	2 23	3 95	913 50	......	......	6430 59
Kemper	440 00	2 50	3 00	4 51	......	......	......	......	......	378 10	14,016 10
Lafayette	600 00	2 96	3 96	5 52	3 24	4 29	5 87	......	......	......	14,185 44
Lauderdale	750 00	1 78	2 77	4 11	6 28	10 73	14 51	......	......	......	21,457 28
Lawrence	410 00	1 93	2 55	4 54	......	......	......	7298 55	......	879 82	9471 20
Leake	366 66	1 84	2 49	4 55	......	......	......	......	......	......	10,556 65
Lee	700 00	2 11	3 33	6 00	2 35	3 83	6 72	......	......	......	14,563 29
Leflore	480 00	1 74	2 81	4 60	2 11	3 34	5 52	......	......	......	10,560 20
Lincoln	480 00	1 51	2 19	4 07	2 09	2 77	4 09	2459 41	......	233 60	12,501 15
Lowndes	600 00	1 75	3 11	5 30	2 16	2 79	6 60	3110 31	......	3007 87	20,334 40
Madison	799 98	1 80	2 69	7 29	1 96	2 90	5 50	8500 79	......	1490 63	18,231 29

TABLE VIII.—CONTINUED.

COUNTIES.	Superintendent's Salary.	Per Capita Expenditures.						Township Funds.			Total State school fund appropriated to county and separate school districts therein.
		In Country Schools.			In Country and City Combined.						
		Amount expend'd for			Amount Expen'd for						
		Each educable child.	Enrolled.	In average attendance.	Each educable child.	Enrolled.	In average attendance.	Amount of township fund held.	Number of acres of land not rented or leased.	Total receipts from interest and rents.	
Marion	$ 436 20	$ 1 48	$ 2 33	$ 3 74	.. ..		.. ..	$ 7186 53	1440	$ 1625 83	$ 7325 30
Marshall	799 92	2 20	3 18	6 56	$ 2 35	$ 3 40	$ 7 17	....	....	....	19,469 99
Monroe	764 16	2 02	2 85	4 77	2 34	3 45	5 76	633 49	....	31 02	21,936 73
Montgomery	404 00	1 51	2 14	3 48	1 80	2 50	4 15	....	....	....	8576 49
Neshoba	300 00	1 65	1 83	2 73	......	....	......	1012 75	....	79 85	7665 73
Newton	404 00	1 74	2 42	4 18	1 97	2 66	4 58	1954 02	....	275 05	11,392 55
Noxubee	799 92	1 59	2 67	4 56	1 89	3 21	5 39	....	....	....	19,961 92
Oktibbeha	693 98	1 95	3 52	5 43	2 16	3 84	5 83	....	....	603 05	12,898 60
Panola	800 00	2 12	2 86	5 48	2 27	3 06	5 91	....	....	....	19,102 84
Pearl River	262 85	3 05	3 99	6 91	3 62	4 57	7 87	5585 86	(*a*) 4480	1122 64	2783 97
Perry	338 80	1 37	2 20	2 75	1 63	2 70	3 35	....	....	....	4999 77
Pike	599 64	1 82	2 51	3 82	2 19	3 13	4 98	....	....	....	15,949 93
Pontotoc	600 00	2 16	2 91	5 47	2 28	3 04	5 66	....	....	320 40	11,116 29

Prentiss	315 30	1 93	2 10	4 64	2 05	2 35	5 18	....	....	....	9298 33
Quitman	216 55	2 17	3 24	5 44	.....	.....	....	....	5120	....	2163 73
Rankin	475 25	1 56	2 26	3 60	1 71	2 45	3 91	4102 44	....	1071 46	13,262 20
Scott	541 70	2 31	3 11	5 11	....	......	....	....	.....	742 52	9829 46
Sharkey	720 00	2 30	4 85	9 00	......	....	.....	2373 00	....	3647 28	7298 58
Simpson	235 00	1 90	2 35	3 84	......	.....	.. ..	1794 80	1160	422 47	7769 10
Smith	..	1 76	2 49	4 30	..	......	.. ..	1905 26	..	.. ... .	8066 75
Sunflower	463 00	2 38	3 63	6 75	....	...	.. ..	13,318 32	8960	1723 04	6428 80
Tallahatchie	480 00	2 03	2 97	4 83	2 07	3 07	4 95	16,338 86	3200	1429 33	10,244 75
Tate	689 05	2 16	2 63	5 79	.....	.....	....	....	......	....	14,634 58
Tippah	597 00	2 33	2 49	6 15	.....	...	.....	.. ..	....	.. .. ..	9009 60
Tishomingo	317 55	2 10	4 50	8 25	3 58	5 00	9 75	....	....	....	6188 19
Tunica	480 00	1 96	3 49	6 90	.. ..	..	..	....	....	....	7020 53
Union	527 90	1 89	2 24	2 64	1 97	2 28	2 71	....	....	....	10,740 22
Warren	800 00	1 75	4 05	5 45	2 45	2 70	8 85	9568 85	640	621 24	20,255 99
Washington	800 00	1 97	5 08	6 79	2 31	5 90	7 87	... .	15 480	4485 45	27,682 90
Wayne	338 38	2 26	2 60	4 33	.. ..	..	.	4747 50	.. .	402 96	6917 16
Webster	311 61	1 70	2 43	4 79	1 94	2 82	4 63	... ..	....	.. ..	8783 24
Wilkinson	792 57	1 60	2 89	4 14	....	..	....	95 13	3368	29 87	14,203 26
Winston	300 00	1 71	2 16	3 71	.. ...	.	..	....	....	....	8801 07
Yalobusha	515 06	2 12	2 25	4 93	3 01	4 64	8 51	....	....	.. ...	11,576 13
Yazoo	799 91	1 85	3 13	5 01	2 22	3 82	5 97	1633 03	3370	3090 24	26,091 29

(a) Three of which are claimed to have been bought before county was organized.

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—1893-'4.

RECEIPTS.

	Adams.	Alcorn.	Amite.	Attala.	Benton.	Bolivar.	Calhoun.	Carroll.	Chickasaw.
Balance	$ 12,249 05	$ 2666 49	$ 718 96	$ 3374 18	$ 108 15	$ 1416 66	$ 1979 69	$ 168 39	$ 2039 35
State distribution	13,889 15	6203 60	7022 04	9586 51	5900 06	17,797 86	8456 33	10,377 14	10,590 89
Polls	3004 00	2888 64	4322 16	4746 70	1903 14	1584 36	2635 78	3810 16	2879 42
Institute	109 50	71 50	95 23	217 05	76 45	124 45	85 00	108 10	478 50
Township	....	....	25 00	304 65	....	650 35	....	387 14	....
Chickasaw	....	2123 59	....	....	2151 50	....	2761 42	....	2680 29
Old warrants	....	....	....	....	....	....	4635 10	....	3798 53
County Levy	....	....	....	....	....	....	....	....	....
City Levy	6070 67	2162 12	2034 56	1923 79	103 07	....	....	....	1291 27
Building, (City)	....	....	....	....	....	....	....	....	....
Tuition Fees	....	....	827 71	....	....	....	....	....	....
County Pupils	270 00	85 85	199 41	317 70	169 96	....	....	....	146 73
Other sources	2 42	....	7 60	(*b*) 1651 75	25 00	(*c*) 1476 19	....	427 03	....
2 and 3 per cent. fund	252 81	....	323 14	....	....	....	....	189 43	....
Total	$ 35,847 60	$ 16,201 79	$ 15,575 81	$ 22,122 33	$ 10,437 33	$ 23,049 87	$ 20,523 32	$ 15,467 30	$ 23,904 98

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS.—Continued.

DISBURSEMENTS.

County Superintendents	$ 799 80	$ 567 77	$ 475 09	$ 553 05	$ 510 00	$ 799 92	$ 300 00	$ 600 00	$ 540 00
Principal	1845 00	630 00	560 00	900 00	....	....	....	....	864 00
Teachers	17,877 50	10,881 25	12,392 25	16,717 80	8765 99	18,377 28	12,116 70	13,676 60	14,839 03
Treasurers	399 76	328 54	210 98	405 33	250 15	416 14	462 20	180 33	468 18
Examiners	160 00	140 75	146 00	167 00	113 75	207 50	165 00	165 00	190 00
School Board	24 00	30 00	42 00	45 00	57 00	21 00	30 00	36 00	45 00
Conductors	80 00	80 00	80 00	80 00	70 00	75 00	80 00	80 00	80 00
Institute Contingent	4 70	3 00	8 00	8 00	2 00	1 60	6 00	....	8 00
Township	....	....	....	....	....	321 44	....	359 07	....
Incidentals	(*a*) 91 64	235 20	87 96	75 85	25 89	131 15	88 55	54 19	76 70
Old Warrants	....	52 50	....	....	....	....	4519 23	....	2860 95
Fuel and Janitor	525 00	96 50	150 45	158 25	....	....	....	....	161 00
Rent and Repairs	100 35	562 18	230 41	56 90	....	....	....	....	47 05
Interest on Bonds	....	....	511 90	....	....	....	....	....	....
Building	160 00	....	....	....	....	....	....	95 75	6 91
Assessor	....	....	157 51	....	....	....	119 86	....	154 10
Total	$ 22,067 75	$ 13,607 69	$ 15,052 55	$ 19,167 18	$ 9794 78	$ 20,351 03	$ 17,887 54	$ 15,246 94	$ 20,340 92
Balance	13,779 85	2594 10	523 26	2955 15	642 55	2698 84	2635 78	220 36	3564 06
Deficit	....	....	....	....	....	....	....	....	....
Unpaid Warrants	....	1039 71	....	....	128 50	1993 23	....	....	....
Building Bonds out	....	12,500 00	7600 00	....	....	....	....	....	....

(*a*.) Includes $89.64 Sheriff's fees. (*b*.) From general city fund. (*c*) See note to Treasurer's report.

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—CONTINUED.

RECEIPTS.

	Choctaw.	Claiborne.	Clarke.	Clay.	Coahoma.	Copiah.	Covington.	De Soto	Franklin.
Balance	$ 539 82	$ 17 31	$ 268 24	$ 59 30	$ 2850 51	$ 3394 17	$ 2345 19	$ 2261 04	$ 104 01
State distribution	5332 92	10,066 47	7231 08	11,135 37	10,579 79	15,783 45	3933 04	11,930 05	4818 27
Polls	2923 58	3783 00	3587 80	2335 26	2339 61	5826 24	2378 44	3407 08	2405 59
Institute	68 00	148 40	77 75	121 30	169 90	314 15	54 64	116 05	38 00
Township	41 14	167 25	85 07	....	....	....	462 59	....	(f) 231 37
Chickasaw	....	....	....	1876 42	....	....	....	2585 10	....
Old warrants	....	....	....	....	2871 82	....	....	....	200 90
County levy	....	3406 98	....	....	....	....	....	....	....
City levy	....	1788 04	1161 90	1893 74	1039 92	3552 74	....	....	....
Building (city)	....	....	....	1800 00	....	4562 83	....	....	....
Tuition fees	....	....	71 25	....	66 00	1062 87	....	....	....
County pupils	....	183 03	157 00	243 84	130 87	1021 10	....	....	....
Other sources	....	....	240 00	876 41	302 00	806 45	222 10	350 50	....
Two and 3 per cent. fund	....	....	....	....	....	28 60	....	....	....
Total	$ 8905 46	$ 19,560 48	$ 12,880 09	$ 20,339 64	$ 20,350 42	$ 36,352 60	$ 9396 00	$ 20,649 82	$ 7798 14

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS.—CONTINUED.

DISBURSEMENTS.

County Superintendents	$ 315 00	$ 883 45	$ 462 60	$ 643 48	$ 799 85	$ 761 00	$ 256 20	$ 606 66	$ 360 00
Principal	...	808 00	637 50	777 70	...	2575 00	...	...	...
Teachers	7375 30	17,264 18	9890 70	14,147 00	10,838 15	24,539 52	7484 24	15,794 20	6516 65
Treasurers	208 77	332 84	355 55	364 65	242 94	468 60	171 26	338 39	185 61
Examiners	166 50	212 00	115 50	145 00	72 75	269 15	128 20	180 50	132 00
School Board	45 00	27 00	12 00	36 00	...	30 00	42 00	42 00	30 00
Conductors	69 50	40 00	80 00	80 00	40 00	45 00	70 00	80 00	70 00
Institute contingent	50	(a) 21 90	55	25 20	2 85	...	2 85	4 00	...
Township	28 85	...	78 97	...	...	...	195 00	...	(f) 5 75
Incidentals	1 34	462 66	117 98	352 71	47 40	(c) 887 50	9 17	85 82	73 05
Old warrants	10 00	...	74 95	104 35	2206 00	...	...	701 00	166 16
Fuel and janitor	...	59 25	7 50	193 78	140 11	1100 70	...	6 60	...
Rent and repairs	...	333 60	36 67	8 00	369 30	580 03	...	12 25	...
Interest on bonds	...	...	240 00	1800 00	...	3520 00	...	...	...
Building	...	...	330 06	...	...	1003 40	...	...	...
Assessor	94 58	158 89	133 62	...	123 98	...	75 47	...	...
Total	$ 8315 34	$ 20,603 77	$ 12,574 15	$ 18,677 87	$ 14,883 33	$ 35,778 90	$ 8434 38	$ 17,851 42	$ 7539 22
Balance	590 12	159 30	305 96	1661 77	(s) 5467 09	(g) 573 70	961 62	2798 40	258 92
Deficit	...	(b) 1202 59	...	...	...	509 20	...	...	...
Unpaid warrants	...	...	...	(e) 184 29	...	...	...	...	...
Building bonds out	...	...	...	...	...	47,000 00	...	...	...

(a) Paid for library. (b) Deficit in Port Gibson. (c) Includes $112.16, balance due City Treasurer Crystal Springs on report *1893, and $132 20 insurance in Wesson.* *(e) Included in teachers' salaries.* *(f) Taken from Treasurer's township report.* *(g)* Balance forward in county is $394.68; in Hazlehurst, $688.06. The deficit in the other towns is $509.20. The balance forward in this report is 20 cents too much. (s) This balance is $242.20 larger than Treasurers' reports show, and includes $127.05 institute fund balance. Clarksdale Treasurer's report shows $115.15 less than County Treasurer for county pupils.

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS.—CONTINUED.

RECEIPTS.

	Greene.	Grenada.	Hancock.	Harrison.	Hinds.	Holmes.	Issaquena.	Itawamba.	Jackson.
Balance	$ 1267 47	$ 2411 51	$ 729 90	$ 1372 45	$ 13,137 32	$ 2446 46	$ 3838 48	$ 2407 11	$ 2904 34
State distribution........	1905 18	7644 55	4301 13	6734 15	21,890 53	16,696 87	6087 04	6147 89	5740 06
Polls................	968 40	2506 48	1936 02	2002 03	6411 22	4315 13	1121 60	2845 98	2353 02
Institute	23 50	100 00	29 50	85 69	312 56	247 90	89 74	100 00	57 20
Township..............	....	337 60	86 94	1466 65	2757 08	2530 43	1306 93	....	(s) 1570 04
Chickasaw..............	....	....	....	....	....	....	....	2831 02	....
Old warrants..........	....	....	....	....	....	....	....	1050 92	....
County Levy............	3205 55	....	....	....	2560 45	....	....	....	....
City Levy..............	....	2175 54	1119 33	644 17	9819 73	2336 04	....	....	....
Building, (City).........	....	1685 62	1717 78	....	....	....	....	....	....
Tuition fees............	....	61 00	....	....	632 00	....	....	....	....
County Pupils..........	....	....	14 50	62 03	2177 20	438 40	....	....	....
Other sources..........	90 00	201 80	....	(b) 362 38	(e) 1781 79	(g) 2663 88	1047 35	574 10	678 10
2 and 3 per cent. fund...	....	....	....	....	....	....	....	....	248 60
Total................	$ 7460 10	$ 17,124 10	$ 9935 10	$ 12,829 55	$ 61,479 88	$ 31,675 11	$ 13,491 20	$ 15,957 02	$ 13,551 36

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS.—CONTINUED.

DISBURSEMENTS.

County Superintendents	$ 150 00	$ 733 32	$ 405 00	$ 746 87	$ 800 00	$ 800 00	$ 600 00	$ 350 00	$ 701 69
Principal	....	900 00	....	1220 00	1350 00	1400 00	....	....	....
Teachers	5573 50	12,600 50	6708 95	7027 28	40,589 04	18,637 70	6760 25	10,568 93	8157 00
Treasurers	150 61	354 82	228 93	307 70	204 92	457 47	218 61	354 05	219 27
Examiners	59 20	100 75	61 00	132 50	187 00	237 00	61 00	137 00	112 00
School Board	15 00	15 00	12 00	12 00	112 00	15 00	15 00	....	9 00
Conductors	35 00	80 00	39 25	40 00	90 00	90 00	35 00	40 00	45 00
Institute Contingent	....	3 00	....	(c) 12 29	8 65	26 60	3 50	39 00	50
Township	....	....	....	368 16	789 17	1253 56	70 25	....	(s) 39 23
Incidentals	14 15	45 65	61 70	14 90	503 25	215 84	62 85	69 25	34 70
Old Warrants	37 00	....	....	....	53 00	....	104 40	939 94	....
Fuel and Janitor	....	....	35 25	284 10	856 88	59 23	....	....	....
Rent and Repairs	....	36 95	95 10	(d) 43 75	549 04	120 00	....	....	....
Interest on Bonds	....	1900 00	....	48 75	1458 00	....	....	....	....
Building	....	....	1495 81	....	(f) 1427 50	3502 84	....	....	125 00
Assessor	....	....	77 76	....	....	254 22	....	....	....
Total	$ 6034 46	$ 16,008 56	$ 9220 75	$ 10,258 30	$ 48,978 45	$ 27,069 46	$ 7930 86	$ 12,532 67	$ (s) 9443 39
Balance	1425 54	(x) 1115 54	714 35	2571 25	t) 12,501 43	4605 65	5560 34	3424 35	4107 97
Deficit	....	....	....	....	43 97	....	....	....	....
Unpaid Warrants	....	....	....	....	....	....	....	....	....
Building Bonds out	....	7500 00	(a) 1773 26	....	25,700 00	....	....	....	....

(a) School-building warrants in Bay St Louis. (b) Includes $309.41 reported as from incidentals in Biloxi, and $52.97 State polls. (c) Includes $8.29 spent for library. (d) Insurance in Pass Christian. (e) Includes $575 contributed by patrons to build school-houses. (f) Includes $227.50 insurance in Jackson. (g) From patrons for building. (x) This balance is $9 greater than sum of balances of treasurers. (s) Taken from county treasurer's report corrected Sept. 7, 1895. (t) This balance is $111.35 too small—that being the discrepancy in the reports of the treasurers.

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—CONTINUED.

RECEIPTS.

	Jasper.	Jefferson.	Jones.	Kemper.	Lafayette.	Laud'rd'le.	Lawrence.	Leake. (x)	Lee.
Balance	$ 385 44	(t) 3633 57	$ 2239 71	......	$ 9586 93	$ 4388 11	$ 686 98	$ 1097 06	(g) $3559 64
State distribution	7151 33	8908 07	3821 43	$ 9831 64	9189 14	14,816 04	6208 95	7276 11	10,934 85
Polls	3701 62	4041 02	2577 75	4194 28	4264 16	7775 00	3228 18	3340 68	3450 90
Institute	102 51	62 00	46 32	148 00	94 00	249 40	72 00	130 80	93 00
Township	......	527 82	......	378 10	......	......	879 82	173 41	......
Chickasaw	......	......	......	......	3625 76	......	......	......	2401 87
Old warrants	......	......	......	......	......	......	......	......	......
County levy	......	......	......	......	......	(s) 2650 00	......	......	......
City levy	......	......	1199 65	......	2190 81	16,055 40	......	......	1929 32
Building (city)	......	......	......	......	783 59	1821 26	......	......	......
Tuition fees	......	......	22 60	......	387 84	......	......	......	103 00
County pupils	......	......	1 40	......	499 13	......	......	......	137 35
Other sources	39 95	22 00	12 00	419 65	874 45	175 62	......	......	268 00
Two and 3 per cent. fund	424 67	......	......	......	......	2 02	......	......	......
Total	$11,805 52	$17,194 48	$ 9920 86	$14,971 67	$31,495 81	$47,932 85	$11,075 93	$12,018 06	$22,877 93

DISBURSEMENTS.

County Superintendents	$ 425 84	$ 650 00	$ 489 30	$ 440 00	$ 600 00	$ 750 00	$ 410 00	$ 366 66	$ 700 00
Principal	....	....	875 00	....	1000 00	2181 72	....	....	1155 00
Teachers	10,108 72	13,910 20	6160 58	13,390 97	26,500 65	30,753 83	9288 90	9253 44	16,090 27
Treasurers	274 42	266 47	190 23	222 35	323 57	247 89	237 71	265 41	411 37
Examiners	162 75	158 50	118 50	213 35	184 00	203 00	172 50	170 00	153 50
School board	12 00	9 00	30 00	57 00	45 00	45 00	15 00	45 00	27 00
Conductors	80 00	80 00	40 00	80 00	70 00	95 00	70 00	35 00	80 00
Institute contingent	3 61	10 00	5 15	50	8 00	9 00	2 00	2 45	8 55
Township	....	644 05	....	(c) 500 00	....	....	449 36	73 95	....
Incidentals	45 51	10 50	31 93	....	86 80	3245 72	....	35 90	170 99
Old warrants	210 95	....	36 15	....	....	....	....	417 53	....
Fuel and janitor	....	....	....	....	98 90	1471 90	....	....	204 49
Rent and repairs	(a) 16 76	....	14 40	....	64 72	222 00	....	....	167 90
Interest on bonds	....	....	....	....	900 00	1809 00	....	....	....
Building	43 50	60 00	....	....	(d) 1000 00	2498 59	....	....	....
Assessor	....	155 42	99 76	....	170 62	270 82	....	....	....
Total	$11,384 06	$15,954 14	$ 8091 00	$14,904 17	$31,052 26	$43,978 09	$10,645 47	$10,665 34	$19,169 07
Balance	421 46	1240 34	1829 86	67 50	443 55	3954 76	(f) 430 46	1352 72	3708 86
Deficit	....	....	28 68	....	(e) 200 00	....	....	....	49 11
Unpaid warrants	146 33	....	....	....	....	....	....	....	....
Building bonds out	....	....	....	....	....	45,000 00	....	....	10,000 00

(a) Spent for library—Institute fund. (b) Deficit in Ellisville. (c) Paid to Bell & Currie for abstracting titles of 16th-sections. (d) Taking up a building bond. (e) Due teachers in Oxford. (f) Belongs to townships. (g) This balance is $54.68 short of balance reported last year—see notes. (s) Reported as transferred from old levy. This entry should not, in my judgment, appear in either receipts or disbursements. (t) Includes balances forward: Township, $534.79; building fund, $429.66; Institute fund, $20.57. (x) Taken from Treasurer's report.

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—CONTINUED.

RECEIPTS.

	Leflore.	Lincoln.	Lowndes.	Madison.	Marion.	Marshall.	Monroe.	Mo'tg'm'y.	Neshoba.
Balance	$ 300 54	$ 578 00	$ 1762 57	$ 1896 27	$ 695 88	$ 12,511 28	$ 3356 17	$ 1065 81	....
State distribution	7849 62	8597 71	17,459 47	23,739 32	4514 07	15,263 96	17,999 98	5392 94	4834 13
Polls	2244 04	3837 38	3127 22	4050 88	3059 30	3861 78	3462 92	3178 68	2744 58
Institute	77 50	102 82	154 67	186 35	101 48	359 17	127 80	108 85	78 40
Township	617 35	233 60	3007 87	1400 63	1625 83	....	664 51	5 00	79 85
Chickasaw	....	....	....	....	....	3707 12	2058 57	....	....
Old warrants	....	....	....	....	....	....	....	....	....
County levy	....	....	....	2865 95	....	3165 31	....	....	....
City levy	2419 98	2541 94	2209 87	2054 25	....	1650 00	1307 40	1380 58	....
Building (city)	....	813 59	....	....	....	....	1500 00	....	....
Tuition fees	....	129 75	....	....	....	....	....	....	....
County pupils	....	256 30	126 03	199 45	....	370 08	193 80	....	....
Other sources	(s) 820 01	322 60	....	1212 25	....	(d) 18 40	1934 96	....	....
Two and 3 per cent. fund	....	....	....	....	....	....	....	435 72	....
Total	$ 14,329 04	$ 17,413 69	$ 27,847 70	$ 27,605 35	$ 9996 56	$ 40,907 10	$ 32,606 11	$ 11,567 58	$ 7737 06

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—CONTINUED.

DISBURSEMENTS.

County Superintendents	480 00	480 00	600 00	799 98	436 20	799 92	764 16	404 00	300 00
Principal	900 00	765 00	1249 92	1125 00	6881 00	23,619 57	1000 00	....	....
Teachers	11,742 70	13,384 57	20,733 50	21,562 10	200 53	484 72	23,203 65	9443 25	6926 72
Treasurers	232 12	407 25	304 72	368 87	107 25	215 50	408 84	190 53	194 32
Examiners	149 50	165 75	217 00	176 50	....	....	88 50	103 50	41 75
School Board	9 00	45 00	9 00	30 00	3 00	24 00	30 00	33 00	30 00
Conductors	30 00	80 00	90 00	(b) 115 00	80 00	75 00	45 00	80 00	35 00
Institute contingent	1 25	8 00	(a) 48 75	1 00	....	(e) 37 70	5 00	8 00	....
Township	416 25	78 00	....	....	282 51	....	....	....	....
Incidentals	24 84	12 60	281 45	50 88	50 71	186 84	345 97	139 05	....
Old warrants	....	316 10	....	....	....	....	....	....	....
Fuel and janitor	85 00	....	198 25	90 00	....	....	624 65	126 16	....
Rent and repairs	16 00	....	285 70	205 00	....	....	....	50 73	....
Interest on bonds	....	757 05	....	....	....	....	1500 00	....	....
Building	....	....	354 45	1065 57	....	....	370 00	30 00	....
Assessor	....	....	227 46	....	....	215 06	....	123 80	92 22
Total	$14,086 66	$16,499 32	$24,600 23	$25,589 90	(c) 8041 20	$25,658 31	$28,385 77	$10,732 02	$ 7620 01
Balance	242 38	914 37	3247 47	2015 45	1955 36	15,248 79	4220 34	835 56	117 05
Deficit	....	....	....	....	....	....	....	....	....
Unpaid warrants	....	....	....	....	67 00	....	....	....	....
Building bonds out	....	....	....	....	....	....	25,000 00	....	....

(a) Includes $40 for teachers' library. (b) Includes $25 paid State Superintendent on account of support of Tongaloo Normal; (c) Items of disbursement taken from Treasurer's report. (d) Reported by Treasurer as received from County Superintendent, but not in Superintendent's report. (e) Includes $32 for library and $5 incidental Institute not reported by Treasurer, which makes total balance $5 less than shown by Treasurer's. (s) From Allen school land and ex-Treasurer Aron.

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—CONTINUED.

RECEIPTS.

	Newton.	Noxubee.	Oktibbeha.	Panola.	Pearl Riv'r	Perry.	Pike.	Pontotoc.	Prentiss.
Balance...............	a)$2193 96	$ 3639 18	$ 2783 89	$ 6475 81	$ 1134 61	$ 374 02	$ 3366 25	$ 1676 74	$ 1143 80
State distribution.... ...	7158 07	16,343 91	10,411 68	14,091 25	1956 36	3168 41	10,269 64	7469 07	6143 30
Polls	4021 01	3110 23	2707 27	4469 76	1008 80	1849 50	5284 49	3408 58	2944 94
Institute...............	(a) 160 98	185 77	114 52	177 50	74 00	30 00	114 50	129 00	(d) 119 55
Township	(a) 275 05	....	603 05	....	1122 64	....	....	320 40	267 47
Chickasaw..............	....	....	....	3553 49	....	....	... .	2692 88	2216 40
Old warrants...........	....	....	664 05	....	....	... .	....	....	....
County Levy............	(a) 488 64	....	....	14 10	3485 40	....	....	....	....
City Levy..............	1203 03	3347 14	1243 26	1157 59	1059 76	25 45	2452 46	525 00	596 86
Building, (City).........	....	....	....	1047 86	291 46	.. ..	....	....	....
Tuition Fees............	....	85 60	20 83	14 65	....	....	160 27	12 75	....
County Pupils...........	(a) 316 50	390 03	141 61	733 15	....	....	688 96	279 75	203 08
Other sources	802 43	07	....	1206 81	349 00	352 65	1934 10	42 50	....
2 and 3 per cent. fund....	.. .. ..	216 70	....	19 85	....	....	....	....	....
Total...............	$16,619 67	$27 318 63	$18,690 16	$32 961 82	$10,482 03	$ 5800 03	$24,270 67	$16,557 42	$13,635 40

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—CONTINUED.

DISBURSEMENTS.

County Superintendents	$ 404 00	$ 799 92	$ 693 98	$ 800 00	$ 262 85	$ 338 80	$ 599 64	$ 600 00	$ 315 30
Principal	1000 20	1000 00			710 00	525 00	2120 00		
Teachers	11,890 00	19,134 23	13,040 59	25,437 75	4901 91	3981 51	18,683 68	13,201 17	11,138 38
Treasurers	314 58	451 31	317 64	371 16	187 84	150 71	362 92	348 14	307 95
Examiners	234 00	211 00	165 25	157 00	87 25	144 75	177 50	188 00	161 75
School Board	33 00	9 00	27 00	15 00	16 50	21 00	36 00	27 00	45 00
Conductors	35 00	90 00	70 00	90 00	35 00	35 00	80 00	80 00	60 00
Institute Contingent	2 50	3 90	5 00	7 50		1 50	10 95	2 75	
Township	162 55				472 92				
Incidentals	28 38	203 14	293 30	133 49	10 60	43 38	109 56	111 18	124 41
Old Warrants		141 00	545 35	(x) 34 50		412 65	614 80		
Fuel and Janitor		181 70		80 63			137 71	96 19	
Rent and Repairs		101 07	316 84				191 20		
Interest on Bonds			279 96	232 00	270 80				
Building		250 00		580 00	14 00		400 00		
Assessor	130 65		149 66	223 86		68 78		129 30	108 76
Total	$ 14,234 86	$ 22 576 27	$ 15,879 47	$ 28,162 89	$ 6969 67	$ 5723 08	$ 23,534 97	$ 14,783 73	$ 12,261 55
Balance	2384 81	4742 36	(s) 2810 69	4798 93	(v) 3512 36	76 95	(c) 735 70	1773 69	(e) 1368 85
Deficit						260 41			
Unpaid Warrants		685 90				255 00			
Building Bonds out			3000 00						

(a) From treasurer's reports. (c) The true balance is $688.26. (d) Taken from treasurer's report, superintendent gives $5 less. (e) The true balance as shown by the reports of the treasurers is $1335.07. (v) Includes $39.00 institute fund balance. (x) Amount paid by Sardis for cost of collecting from county her share of State distribution. (s) Includes $39.52 balance of institute fund—not given in report of superintendent.

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—CONTINUED.

RECEIPTS.

	Quitman.	Rankin.	Scott.	Sharkey.	Simpson.	Smith.	Sunflower.	Tallah'chie	Tate.
Balance..	$ 426 72	$ 156 66	$ 106 89	$ 665 60	$ 290 15	....	$ 1559 47	$ 1538 98	$ 4714 31
State distribution	1697 30	8817 50	6806 95	6010 56	4926 73	....	4775 88	8435 36	10,943 73
Polls	489 45	4318 74	3022 52	1212 48	2761 47	....	1943 19	1949 48	3546 32
Institute	(a) 10 50	101 50	121 58	79 10	30 50	....	25 00	70 00	54 00
Township	....	1071 46	742 52	3647 28	422 47	....	1723 04	1429 33	....
Chickasaw	457 65	....	....	....	....	....	....	16 56	2228 38
Old warrants	....	....	....	....	849 72	....	....	....	....
County Levy	....	....	....	2367 61	....	....	....	1907 44	2575 41
City Levy	....	935 42	....	....	....	....	....	258 66	....
Building, (City)	....	....	....	....	....	....	....	....	....
Tuition Fees	....	....	....	....	....	....	....	....	....
County Pupils	....	170 60	....	....	....	....	....	....	....
Other sources	....	212 80	1048 50	....	....	....	....	....	....
2 and 3 per cent. fund	....	....	289 65	....	....	....	....	....	501 82
Total	$ 3071 12	$ 15,784 72	$ 12,138 61	$ 13,982 63	$ 9281 04	....	$ 10,026 58	$ 15,605 81	$ 24,563 97

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—CONTINUED.

DISBURSEMENTS.

County Superintendents	$ 216 55	$ 475 25	$ 541 70	$ 720 00	$ 235 00		$ 463 00	$ 480 00	$ 689 05
Principal									
Teachers	2335 30	13,571 19	8640 62	7781 30	6614 43		7513 75	12,423 16	17,585 05
Treasurers	76 77	320 02	283 46	243 68	193 33		144 37	363 42	347 13
Examiners	21 00	174 50	155 25	90 00	130 75		32 59	127 50	123 25
School Board		27 00	27 00		30 00		9 00	30 00	15 00
Conductors		80 00	35 00	40 00	40 00		30 00	80 00	80 00
Institute Contingent		(b) 21 50			2 90			5 00	3 00
Township		640 25	702 50	1877 16	181 23		605 70	963 27	
Incidentals	90 00	30	24 10		50 34		21 30	141 78	127 50
Old Warrants			1086 51		818 36		109 75	150 00	
Fuel and Janitor		14 27						36 50	
Rent and Repairs		15 15						172 50	
Interest on Bonds									
Building			161 60				648 50	91 00	561 75
Assessor	25 20		101 76					120 54	
Total	$ 2764 82	$ 15,339 43	$ 11,759 50	$ 10,752 14	$ 8296 34		$ 9577 87	$ 15,184 67	$ 19,531 73
Balance	306 30	445 29	379 11	3230 49	984 70		448 71	421 14	5032 24
Deficit							5 12		
Unpaid Warrants			12 00		(c) 1579 26		216 00		
Building Bonds out									

(a) This item taken from body of superintendent's report is not added in total receipts. It appears in neither financial report.
(b) Spent for library. (c) Includes $1556.26 old claims for which warrants not issued.

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—CONTINUED.

RECEIPTS.

	Tippah.	Tishomin'o	Tunica.	Union.	Warren.	Washing'n	Wayne.	Webster.	Wilkinson.
Balance	$ 2814 68	$ 142 66	$ 3535 08	$ 1492 09	$ 13,234 96	$ 6431 58	$ 830 97	$ 238 41	$ 3 07
State distribution	6497 31	3993 13	5579 14	6728 76	14,444 57	24,998 73	4674 52	5540 50	10,837 30
Polls	2512 16	1913 30	1431 72	3708 87	4353 36	2759 39	2320 57	3058 06	3693 16
Institute	187 29	43 00	36 00	106 75	100 00	169 75	61 69	112 78	80 00
Township	166 10	....	....	....	621 24	4485 45	402 96	....	125 00
Chickasaw	2480 81	2384 72	2302 60	2577 39	....	....	....	313 85	....
Old warrants	....	2617 67	....	....	....	....	....	....	....
County levy	2127 55	....	....	....	4929 21	....	....	....	....
City levy	....	795 65	....	491 38	13,975 90	2085 00	....	412 67	....
Building (city)	....	....	....	....	....	....	....	409 01	....
Tuition fees	....	....	....	....	....	....	....	323 35	....
County pupils	....	310 26	....	418 57	....	....	....	240 55	....
Other sources	91 57	....	2915 40	5 75	40 00	(a) 2733 94	396 32	11 60	....
Two and 3 per cent. fund	....	203 74	....	....	26 43	4 00	8 00	36 81	....
Total	$ 16,877 49	$ 12,404 13	$ 15,699 94	$ 15,529 56	$ 51,725 67	$ 43,667 89	$ 8695 03	$ 10,697 59	$ 14,738 53

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—CONTINUED.

DISBURSEMENTS.

County Superintendents	597 00	317 55	480 00	527 90	800 00	800 00	338 38	311 61	792 51
Principal	....	....	....	....	1500 00	1830 00	....	525 00	....
Teachers	8957 65	7956 54	7631 50	11,910 47	30,807 00	29,148 65	6539 29	7937 23	12,549 61
Treasurers	279 60	264 66	300 95	261 48	185 04	482 82	194 41	244 33	362 67
Examiners	123 25	104 50	131 75	115 00	153 75	180 50	116 25	150 50	108 75
School Board	15 00	33 00	72 50	39 00	18 00	33 00	30 00	45 00	18 00
Conductors	80 00	40 00	40 00	70 00	80 00	100 00	40 00	75 00	80 00
Institute contingent	38 45	....	....	6 75	5 00	2 97	3 80	2 10	....
Township	....	....	....	....	411 36	540 00	(c) 133 44	358 30	29 87
Incidentals	883 56	18 72	....	34 40	1562 26	(b) 451 00	107 73	17 05	....
Old warrants	1362 77	2486 82	345 00	196 75	61 00	60 00	....	13 00	....
Fuel and janitor	....	....	....	84 60	1669 25	346 06	....	55 45	....
Rent and repairs	....	190 44	630 69	117 45	1409 41	724 81	....	....	....
Interest on bonds	....	....	....	....	....	....	....	230 35	....
Building	....	....	1205 00	....	4610 60	1652 87	65 81	308 95	....
Assessor	106 80	....	....	126 58	....	....	....	....	155 60
Totol	$12,444 08	$11,412 23	$10,837 39	$13,490 38	$43 272 67	$36 352 68	$ 7569 10	$10,273 87	$14,155 60
Balance	4433 41	991 90	4862 55	(d) 2039 18	8453 00	7315 21	1125 93	423 72	582 93
Deficit	....	....	....	....	....	....	....	....	....
Unpaid warrants	....	470 48	....	44 00	183 60	....	....	....	....
Building bonds out	....	....	....	1500 00	....	....	....	200 00	....

(a) $2,000 from privilege tax—733 94 overdraft. (b) Insurance in Greenville. (c) Includes $39 53 township fund paid for digging wells. (d) This balance is $418.57 too large—being the amount paid New Albany for county pupils.

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—Continued

RECEIPTS.

	Winston.	Yalobusha.	Yazoo.
Balance	$ 460 13	$ 944 83	$ 3502 42
State distribution	6212 08	8610 85	20,740 96
Polls	2599 81	2510 36	4701 63
Institute	58 89	25 00	178 30
Township	....	....	4090 24
Chickasaw	....	1357 36	....
Old warrants	....	....	....
County Levy	....	....	....
City Levy	....	3909 46	5301 96
Building, (City)	....	362 34	....
Tuition Fees	....	99 60	135 15
County Pupils	....	....	....
Other sources	230 00	500 00	348 50
2 and 3 per cent. fund	....	220 25	87 65
Total	$ 9560 91	$ 18,540 05	$ 39,086 81

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—CONTINUED.

DISBURSEMENTS.

County Superintendents	$ 300 00	$ 515 06	$ 799 91
Principal		1925 00	1170 00
Teachers	8451 90	13,854 63	27,070 11
Treasurers	227 46	197 22	404 35
Examiners	164 00	149 00	284 00
School Board	27 00	33 00	36 00
Conductors	80 00	65 00	90 00
Institute Contingent			9 00
Township			2442 41
Incidentals	49 43	703 10	652 52
Old Warrants		316 00	30 00
Fuel and Janitor		490 70	558 50
Rent and Repairs		206 37	319 71
Interest on Bonds		392 00	311 92
Building			
Assessor	110 14		439 13
Total	$ 9409 93	$ 18,847 08	$ 34,817 56
Balance	150 98		(b) 4269 25
Deficit		(a) 885 93	
Unpaid warrants		1409 00	3469 29
Building Bonds out		3100 00	

(a) Deficit in Water Valley of $885.93. The balance forward in county and Coffeeville as shown by reports $578.90. (b) This balance is 44 cents out because of discrepancy in treasurer's reports.

COUNTY TREASURERS' REPORTS—1893-94.

RECEIPTS.

	Adams.	Alcorn.	Amite.	Attala.	Benton.	Bolivar.	Calhoun.	Carroll.	Chickasaw.
Balance	$12,215 68	$ 2616 11	$ 610 07	$ 3374 18	108 15	1416 66	$ 1979 69	$ 168 39	$ 1858 61
State distribution	9413 49	5454 27	6886 49	9222 56	5934 57	17,797 86	8456 33	10,377 14	9488 77
Polls	1846 00	2417 20	4296 94	4320 40	1903 14	1584 36	2635 78	3810 16	2609 74
Institute	109 50	71 50	95 23	217 05	76 45	124 45	85 00	108 01	478 50
Township	....	....	25 00	304 65	....	650 35	....	387 14	....
Chickasaw	....	2123 59	....	....	2151 50	....	2761 42	....	2680 29
Old warrants	....	....	....	....	....	....	4635 10	....	3798 53
County levy	....	....	....	....	....	....	....	....	....
Two and 3 per cent. fund	252 81	....	323 14	....	....	....	....	189 43	....
Other sources	2 42	....	....	....	....	(a) 1476 19	....	427 03	....
Total	$23,839 90	$12,682 67	$12,236 87	$17,438 84	$10,173 18	$23,049 87	$20,523 32	$15,467 30	$20,914 44

COUNTY TREASURERS' REPORTS—CONTINUED.

DISBURSEMENTS.

Superintendents	$ 514 20	$ 444 95	$ 465 33	$ 514 20	$ 510 00	$ 799 92	$ 300 00	$ 600 00	$ 540 00
Teachers	8597 50	8684 00	10,455 50	13,335 30	8344 10	18,377 28	12,116 70	13,676 61	12,578 23
Treasurer	160 36	251 54	210 98	279 31	250 75	416 14	462 20	180 32	468 18
Examiners	160 00	140 75	146 00	167 00	113 75	207 50	165 00	165 00	190 00
School Board	24 00	30 00	42 00	45 00	57 00	21 00	30 00	36 00	45 00
Institutes	84 70	83 00	88 00	88 00	72 00	76 60	86 00	80 00	88 00
Township schools	....	....	....	....	....	321 44	....	359 07	....
Building	260 35	....	....	....	....	....	....	95 75	6 91
Incidentals	56 90	34 28	79 62	....	14 52	131 15	88 55	54 19	73 39
Old warrants	....	52 50	....	....	....	....	4519 23	....	2860 95
Assessor	....	....	157 51	....	....	....	119 86	....	154 10
Separate school districts	270 00	380 89	199 40	317 70	169 96	....	....	....	436 69
Total	$10,128 01	$10,101 91	$11,844 34	$14,746 51	$ 9531 48	$20,351 03	$17,887 54	$15,246 94	$17,441 45
Total balance	13,711 89	2580 76	392 53	2692 33	642 33	2698 84	2635 78	220 36	3472 99
School fund balance	13,687 09	2580 76	38 66	2563 28	638 30	2322 08	2635 78	80 82	3082 49
Institute balance	24 80	....	6 36	129 05	4 03	47 85	....	27 69	390 50
Township balance	....	....	24 37	....	....	328 91	....	28 07	....
Building fund	....	....	323 14	....	....	....	....	93 68	....
Unpaid warrants	....	162 82	....	....	91 00	1993 92	....	....	....

(a) Includes $1462.20 paid by Auditor, money due for 1891, and $13.99 delinquent taxes, 1891.

COUNTY TREASURERS' REPORTS—CONTINUED.

RECEIPTS.

	Choctaw.	Claiborne.	Clarke.	Clay.	Coahoma.	Copiah.	Covington	DeSoto.	Franklin.
Balance	$ 539 82	$ 17 31	$(b) 262 68	$ 59 30	$ 2335 94	....	$ 2345 19	$ 2261 04	$ 104 01
State Distribution	5332 92	9368 89	6832 86	9970 16	10,605 61	13,255 62	3933 04	11,930 05	4818 27
Polls	2923 58	3507 52	3587 80	1943 02	2100 99	4888 59	2378 44	3407 08	2405 59
Institute	68 00	148 40	77 75	121 30	....	314 15	54 64	116 05	....
Township	41 14	167 25	85 07	....	....	....	462 59	....	(e) 231 37
Chickasaw	....	....	....	1876 42	....	....	....	2585 10	....
Old Warrants	....	....	....	....	2871 82	....	....	....	200 90
County Levy	....	3406 98	....	....	....	....	....	....	....
2 and 3 per cent. fund	....	....	....	....	....	28 60	....	....	....
Other sources	....	....	(c) 240 00	675 04	....	....	222 10	350 50	....
Total	$ 8905 46	$ 16,616 35	$ 11,086 16	$ 14,645 24	$ 17,914 36	$ 18,486 96	$ 9396 00	$ 20,649 82	$ 7760 14

COUNTY TREASURERS' REPORTS—CONTINUED.

DISBURSEMENTS.

Superintendents	$ 315 00	$ 823 95	$ 462 60	$ 564 98	$ 799 85	$ 600 00	$ 256 20	$ 606 66	$ 360 00
Teachers	7375 30	14,405 98	9070 70	11,557 00	9061 90	15,609 85	7484 24	16,149 64	6516 65
Treasurers	208 77	332 84	266 51	364 65	242 94	350 05	171 26	338 39	185 61
Examiners	166 50	212 00	115 50	145 00	(f) 72 75	269 15	128 20	180 50	132 00
School Board	45 00	27 00	12 00	36 00	....	30 00	42 00	42 00	30 00
Institutes	70 00	(a) 61 90	80 55	105 20	....	45 00	72 85	84 00	35 00
Township Schools	28 85	....	78 97	....	....	....	195 00	....	(e) 5 75
Building	....	251 46	305 06	....	....	3 40	....	350 50	....
Incidentals	1 34	....	179 05	44 72	32 60	163 72	9 17	99 73	73 05
Old Warrants	10 00	....	....	104 35	2206 00	....	....	....	166 16
Assessor	94 58	158 89	133 62	....	123 98	....	75 46	....	....
Separate School Districts	....	183 03	157 00	577 89	246 02	1021 10	....	....	....
Total	$ 8315 34	$ 16,457 05	$ 10,861 56	$ 13,499 79	$ 12,786 04	$ 18,092 28	$ 8434 38	$ 17,851 42	$ 7504 22
Total Balance	590 12	159 30	224 60	1145 45	5128 33	394 68	961 62	2798 40	255 92
School Fund Balance	577 83	74 06	16 84	1123 50	4524 11	99 98	703 76	2766 35	30 30
Institute Balance	....	85 24	21 56	16 10	....	269 50	....	32 05	....
Township Balance	12 29	....	5 76	....	....	....	257 86	....	e) 225 62
Building Fund	....	....	180 44	5 85	(g) 604 21	25 20	....	....	....
Unpaid Warrants	....	....	....	(d) 184 29	....	....	....	....	....

(a) Includes $21.90 paid for library. (b) This balance is $111.05 less than that shown by treasurer's report last year. He states that this amount belonged to building fund and had been expended. (c) Refunded by Enterprise because of being overpaid last year. (d) "Which is included in above disbursements and shows $184.29 less than cash account," treasurer's report. (e) Taken from township report. (f) Reported as paid examiners and county school board. (g) Reported as balance of special levy for old warrants.

COUNTY TREASURERS' REPORTS—CONTINUED.

RECEIPTS.

	Greene.	Grenada.	Hancock.	Harrison.	Hinds.	Holmes.	Issaquena.	Itawamba.	Jackson.
Balance..................	$ 1267 47	$ 1567 56	$ 594 79	$ 788 41	$10,300 73	$ 2176 05	$ 3838 48	$ 2407 11	$ 2904 34
State distribution.........	1905 18	6722 64	3246 10	3567 34	19,923 75	15,791 86	6087 04	6147 89	5740 06
Polls..................	698 40	1868 22	1441 42	1473 47	5515 80	3929 07	1121 66	2845 98	2353 02
Institute..................	23 50	100 00	30 00	85 69	312 56	247 90	89 74	100 00	57 20
Township...............	....	337 60	192 54	1466 65	2607 08	2530 43	1306 93	....	(e) 1570 04
Chickasaw................	....	....	....	....	....	....	....	2831 02	....
Old warrants.............	....	....	....	....	....	....	....	1050 92	....
County levy...............	3205 55	....	....	....	2428 05	....	....	....	....
Two and 3 per cent. fund..	....	....	....	....	....	....	....	....	248 60
Other sources.............	90 00	....	....	(a) 52 97	1781 79	2663 88	1047 35	574 10	678 10
Total..................	$ 7460 10	$10,596 02	$ 5504 85	$ 7434 53	$42,641 15	$27.339 19	$13,491 20	$15,957 02	$13,551 36

DISBURSEMENTS.

Superintendent	$ 150 00	$ 533 37	$ 303 45	$ 417 29	$ 800 00	$ 800 00	$ 600 00	$ 350 00	$ 701 69
Teachers	5573 50	8867 75	4356 45	4614 78	27,545 49	16,251 70	6760 25	10,568 93	8157 00
Treasurer	150 61	171 87	118 53	123 78	....	351 21	218 61	354 05	219 27
Examiners	59 20	100 75	61 00	132 50	187 00	237 00	61 00	137 00	112 00
School Board	15 00	6 00	12 00	12 00	112 00	15 00	15 00	34 50	9 00
Institutes	35 00	83 00	39 25	52 29	98 65	116 60	38 50	79 00	45 50
Township schools	....	....	....	(c) 368 16	789 17	1253 56	70 25	....	(e) 39 23
Building	....	....	....	....	1150 00	3502 84	....	....	125 00
Incidentals	14 15	6 20	22 25	4 25	....	187 79	62 85	69 25	34 70
Old warrants	37 00	....	....	....	53 00	....	(d) 104 40	939 94	....
Assessor	....	....	77 76	....	....	254 22	....	....	....
Separate school districts	....	....	14 50	62 03	2065 85	438 40	....	....	....
Total	$ 6034 46	$ 9768 94	$ 5005 19	$ 5787 08	$32,801 16	$23,408 32	$ 7930 86	$12,532 67	$ 9443 39
Total balance	1425 54	827 08	499 66	1647 45	9839 99	3930 87	5560 34	3424 35	4107 97
School fund balance	1425 54	810 08	307 12	396 95	7808 17	2522 70	4283 53	3404 87	2461 56
Institute balance	....	17 00	....	31 74	213 91	131 30	50 20	19 48	12 50
Township balance	....	....	192 54	1065 55	1817 91	1276 87	1225 55	....	1510 31
Building fund	....	....	....	(b) 153 21	....	....	....	....	123 60
Unpaid warrants	....	....	....	....	....	....	....	....	....

(a) "Balance State fund polls." (b) "Balance belonging to State fund." (c) Includes $166 55 for attorney's fees and building. (d) Includes $40 paid School Board last year and not then reported, and $64 40, error in polls of last year's report. (e) This report differs from township report in amount paid out, but the County Treasurer, under date of September 7, 1895, writes that the balances are correct.

COUNTY TREASURERS' REPORTS—Continued.

RECEIPTS.

	Jasper.	Jefferson.	Jones.	Kemper.	Lafayette.	Lauderd'le	Lawrence.	Leake.	Lee
Balance	$ 385 44	$ 2593 22	$ 2103 81	....	$ 8452 89	$ 4198 19	$ 686 98	$ 1097 06	$g)3469 18
State Distribution	7151 33	8908 07	3211 87	9831 64	9088 37	10,979 71	6208 95	7276 11	9721 26
Polls	3701 62	4041 02	2168 89	4194 28	4008 08	5223 84	3228 18	3340 68	2993 84
Institute	102 51	82 57	46 32	148 00	94 00	249 40	72 00	130 80	93 00
Township	....	1062 61	....	378 10	....	....	(f) 879 82	(f) 173 41	....
Chickasaw	....	....	....	....	3625 76	....	....	....	2401 87
Old Warrants	....	....	....	....	....	(d) 2650 00	....	....	....
County Levy	....	....	....	....	....	....	....	....	....
2 and 3 per cent. fund	424 67	429 66	....	....	....	2 02	....	....	....
Other sources	39 95	(b) 77 33	12 00	419 65	849 45	(e) 175 62	....	....	268 00
Total	$ 11,805 52	$ 17,194 48	$ 7542 89	$ 14,971 67	$ 26,118 55	$ 23,478 78	$ 11,075 93	....	$ 18,947 15

COUNTY TREASURERS' REPORTS—CONTINUED.

DISBURSEMENTS.

Superintendent	$ 425 84	$ 650 00	$ 420 30	$ 440 00	$ 561 96	$ 750 00	$ 410 00	$ 366 66	$ 610 45
Teachers	10,108 72	13,910 20	4850 58	13.390·97	23,605 65	14,570 17	9288 90	9253 44	13,465 27
Treasurer	274 42	266 47	135 82	222 35	323 57	247 89	237 71	265 41	309 27
Examiners	162 75	158 50	118 50	213 35	184 00	203 00	172 50	170 00	153 50
School Board	12 00	9 00	30 00	57 00	45 00	45 00	15 00	45 00	27 00
Institutes	(a) 100 37	90 00	45 15	80 50	78 00	104 00	72 00	37 45	88 55
Township Schools	....	644 05	....	....	....	....	(f) 449 36	(f) 73 95	....
Buildings	43 50	60 00	....	....	....	2498 59	....	....	....
Incidentals	45 51	10 50	31 93	(c) 500 00	86 80	2650 00	....	35 90	103 39
Old Warrants	210 95	....	36 15	....	....	....	....	417 53	....
Assessor	....	155·42	99 76	....	170 62	270 82	....	....	....
Separate School Districts	....	....	1 40	....	782 13	....	....	....	452 47
Total	$11,384 06	$15,954 14	$ 5769 59	$14,904 17	$25,837 72	$21,339 47	$10,645 47	$10,665 34	$15.209 90
Total Balance	421 46	1240 34	1773 32	67 50	280 82	2139 31	430 46	1352 72	3737 25
School Fund Balance	1 33	439 99	1773 32	....	264 82	1835 50	....	1159 91	3734 80
Institute Balance	....	20 05	....	67 50	16 00	150 38	....	93 35	245 00
Township Balance	....	410 64	....	....	....	....	(f) 430 46	(f) 99 46	....
Building Fund	420 13	369 66	....	....	....	153 43	....	....	....
Unpaid Warrants	146 33	....	....	....	....	....	....	444 78	....

(a) Includes $16.76 spent for teachers' library. (b) Includes $55 33 added to balance forwarded to make it correspond with balance reported to B. of S Oct. 1st, 1893. (c) Paid for abstracting titles of 16th sections, $378.10 township fund. (d) Transferred from special fund arising from levy 1890. (e) Paid by Meridian on salary of county superintendent. (f) Taken from township report. (g) This balance is $53.68 less than shown last year, which the county superintendent says is due to the errors in books of deceased county treasurer.

COUNTY TREASURERS' REPORTS—CONTINUED.

RECEIPTS.

	Leflore.	Lincoln.	Lowndes.	Madison.	Marion.	Marshall.	Monroe.	Montg'm'y	Neshoba.
Balance	$ 282 16	....	$ 1394 02	$ 1199 53	$ 695 88	$ 12,199 46	$ 3339 86	$ 1060 03	....
State distribution	7171 78	8290 86	13,601 12	12,875 83	4514 07	14,540 07	16,414 40	4728 95	$ 4834 13
Polls	1814 24	3507 58	2308 54	3716 48	3059 30	3861 78	2967 20	2892 54	2744 58
Institute	77 50	102 82	154 67	186 35	101 48	(c) 359 17	127 80	108 85	102 20
Township	617 35	233 60	609 29	1400 63	1625 83	....	664 51	5 00	79 85
Chickasaw	....	....	....	....	....	3707 12	2058 57	....	....
Old warrants	....	....	....	....	....	....	....	....	....
County levy	....	....	....	2865 95	....	3165 31	....	....	....
Two and 3 per cent. fund	....	....	....	....	....	....	....	435 72	....
Other sources	(a) 820 01	322 60	....	....	....	18 40	434 96	....	....
Total	$ 10,783 04	$ 12,457 46	$ 18,067 64	$ 22,244 82	$ 9996 56	$ 37,851 31	$ 26,007 30	$ 9231 09	$ 7760 86

COUNTY TREASURERS' REPORTS—CONTINUED.

DISBURSEMENTS.

Superintendent	$ 480 00	$ 480 00	$ 360 00	$ 700 00	$ 436 20	$ 757 92	$ 687 50	$ 360 00	$ 300 00
Teachers	9417 70	10,428 32	13,491 00	18,277 10	6881 00	20,415 17	19,603 65	7444 25	6926 72
Treasurer	132 12	303 32	304 72	223 09	200 53	412 76	408 84	190 53	194 32
Examiners	149 50	165 75	217 00	176 50	107 25	215 50	88 50	103 50	41 75
School Board	9 00	45 00	9 00	30 00	3 00	24 00	30 00	33 00	30 00
Institutes	31 25	88 00	138 75	116 00	80 00	107 70	50 00	88 00	(f) 58 80
Township school	416 25	78 00	....	....	240 58	....	....	....	....
Building	....	....	354 45	1065 57	41 93	....	370 00	30 00	....
Incidentals	24 84	12 60	168 10	76 58	50 71	184 87	148 82	39 05	....
Old warrants	....	316 10	....	....	....	....	....	....	....
Assessor	....	....	227 46	....	....	215 06	....	123 80	92 22
Separate school district	....	256 30	126 03	199 45	....	(e) 752 58	399 65	....	....
Total	$ 10,660 66	$ 12,173 39	$ 15,396 51	$ 20,864 29	$ 8041 20	$ 23,085 56	$ 21 786 96	$ 8412 13	$ 7643 87
Total balance	122 38	284 07	2671 13	1380 53	1955 36	14,765 75	4220 34	818 96	117 05
School fund balance	....	119 91	2048 09	964 23	624 26	14,514 28	3478 03	383 24	....
Institute balance	46 25	12 44	14 95	70 35	21 33	251 47	77 80	30 00	37 20
Township balance	201 10	151 72	608 09	345 95	1309 77	....	664 51	....	79 85
Building fund	....	....	....	....	....	....	....	405 72	....
Unpaid warrants	....	....	....	....	(b) 67 00	....	....	....	....

(a) Includes $550.11, rent of Allen school land, and $269 90, Aron's shortage, collected by Revenue Agent. (b) Taken from Superintendent's report. (c) Given in separate report. (d) Includes $32.00 for library and 70 cents Treasurer's commissions. (e) Includes $370.08 paid for county pupils, but not received by City Treasurer. (f) Includes $22 for teachers library and $1.80 commissions.

COUNTY TREASURERS' REPORTS—CONTINUED.

RECEIPTS.

	Newton.	Noxubee.	Oktibbeha	Panola.	Pearl Riv'r	Perry.	Pike.	Pontotoc.	Prentiss.
Balance	$ 2193 93	$ 3211 83	$ 2658 89	$ 5935 13	$ 1069 35	$ 75 70	$ 1788 72	$ 1675 94	$ 1143 80
State Distribution	7382 81	15,355 07	9528 72	14,280 99	1693 44	2184 95	8469 98	7474 43	5919 56
Polls	3922 06	2873 54	2462 83	4248 60	874 94	1832 04	4209 80	3298 00	2902 24
Institute	160 98	185 77	....	177 50	....	30 00	114 50	129 00	119 55
Township	275 05	....	603 05	3553 49	1122 64	....	....	320 40	267 47
Chickasaw	....	....	....	....	....	....	....	2692 88	2216 40
Old Warrants	....	....	664 05	....	....	....	....	....	....
County Levy	488 64	....	....	14 10	(s) 3485 40	....	....	....	....
2 and 3 per cent. fund	....	216 70	....	....	....	....	....	....	....
Other sources	584 00	07	....	19 85	349 00	352 65	757 13	....	....
Total	$15,007 47	$21 842 98	$15,917 54	$28,229 66	$ 8594 77	$ 4475 34	$15,340 13	$15,590 65	$12,569 02

DISBURSEMENTS.

Superintendent	$ 400 00	$ 750 96	$ 629 73	$ 800 00	$ 250 05	$ 268 80	$ 463 14	$ 600 00	$ 300 00
Teachers	11,110 05	15,579 23	10,941 18	22,242 50	4138 91	2952 65	12,601 93	11,985 17	10,014 76
Treasurer	314 58	350 92	317 64	371 16	160 04	100 42	205 90	348 14	281 31
Examiners	234 00	211 00	165 25	157 00	87 25	144 75	177 50	188 00	161 75
School Board	33 00	9 00	27 00	15 00	16 50	21 00	36 00	27 00	45 00
Institutes	37 50	93 90		97 50		36 50	90 95	82 75	(f) 65 20
Township Schools	162 55				472 92				
Building		200 00							
Incidentals	(a) 28 38	49 90	293 30	(x) 75 04		42 63	(d) 23 55	(e) 111 18	44 31
Old Warrants		141 00	545 35			412 65	614 80		
Assessor	130 65		149 66	223 86		68 78		129 30	108 76
Separate School District	316 50	390 03	141 61	(c) 986 03	62 00		756 41	320 75	370 03
Total	$12,767 21	$17,775 94	$13.210 72	$24,968 09	$ 5187 67	$ 4048 18	$14,970 18	$13,841 79	$11,391 12
Total Balance	2240 26	4067 04	2706 82	3261 57	3407 10	407 16	369 95	1748 86	1177 90
School Fund Balance	1555 52	3960 21		3184 44	2757 38	407 16	369 95	1725 83	1048 84
Institute Balance	98 05	90 13		77 13				23 03	54 35
Township Balance	98 05				649 72				
Building Fund	(b) 488 64	16 70							
Unpaid Warrants	88 00	685 90	231 09			255 00	310 48		74 71

(a) Includes $22.50 spent for library from institute fund. (x) Deficit fund. (b) Includes $2.87 commissions on institute fund. (c) Includes $517.65 reported as "Sardis distributive share of school fund." The Sardis treasurer reports $34.50 less than this. (d) Institute fund for library. (f) Includes $60.00 paid State Superintendent on account of Normal. (s) County superintendent reports that this is too large by $1066.36. (e) Includes $20 paid for library.

COUNTY TREASURERS' REPORTS—CONTINUED.

RECEIPTS.

	Quitman.	Rankin.	Scott.	Sharkey.	Simpson.	Smith	Sunflower.	Tallah'chie	Tate.
Balance	$ 426 72	$ 156 63	$ 106 89	$ 665 60	$ 290 15	....	$ 1559 47	$ 1538 98	$ 4714 31
State Distribution	1697 30	8598 37	6806 95	6010 56	4926 73	....	4775 88	8435 36	10,943 73
Polls	489 45	4202 34	3022 52	1212 48	2761 47	....	1943 19	1846 00	3546 32
Institute	....	101 50	121 58	79 10	30 50	....	25 00	70 00	54 00
Township	....	1071 46	742 52	3647 28	422 47	....	1723 04	1429 33	....
Chickasaw	457 65	....	....	....	....	....	....	16 56	2228 38
Old Warrants	....	....	....	....	849 72	....	....	....	....
County Levy	....	....	....	2367 61	....	....	....	1907 44	2575 41
2 and 3 per cent. fund	....	....	289 65	....	....	....	....	....	501 82
Other sources	....	212 80	(b)1048 50	....	....	....	....	....	....
Total	$ 3071 12	$14,343 10	$12,138 61	$13,982 63	$ 9281 04	....	$10,026 58	$15.243 67	$24,563 97

COUNTY TREASURERS' REPORTS—CONTINUED.

DISBURSEMENTS.

Superintendent	$ 216 55	$ 461 00	$ 541 70	$ 720 00	$ 235 00	....	$ 463 00	$ 480 00	$ 689 05
Teachers	2335 30	12,004 61	8640 62	7781 30	6614 43	....	7513 75	11,613 16	17,585 05
Treasurer	76 77	320 02	283 46	243 68	193 33	....	144 37	345 42	347 13
Examiner	21 00	174 50	155 25	90 00	130 75	....	32 50	127 50	49 75
School Board	....	27 00	27 00	....	30 00	....	9 00	30 00	15 00
Institutes	....	(a) 101 50	35 00	40 00	42 90	....	30 00	85 00	83 00
Township Schools	....	640 25	702 50	1877 16	181 23	....	605 70	963 27	....
Building	....	....	161 60	....	....	....	648 50	91 00	(e) 635 25
Incidentals	90 00	....	24 10	....	50 34	....	21 30	141 78	127 50
Old Warrants	....	....	1086 51	....	818 36	....	109 75	150 00	....
Assessor	25 20	....	101 76	....	....	....	....	120 54	....
Separate School Districts	....	170 60	....	....	....	....	....	675 00	....
Total	$ 2764 82	$ 13,899 48	$ 11,759 50	$ 10,752 14	$ 8296 31	....	$ 9577 87	$ 14,822 67	$ 19,531 73
Total Balance	306 30	443 62	379 11	3230 49	984 73	....	448 71	421 00	5032 24
School Fund Balance	306 30	12 41	135 98	1425 08	743 49	....	(d) 5 12	45 06	4606 42
Institute Balance	....	....	84 16	35 19	....	....	....	....	14 00
Township Balance	....	431 21	30 92	1770 22	241 24	....	453 83	466 06	....
Building Fund	....	....	128 05	....	....	....	....	....	411 82
Unpaid Warrants	....	....	12 00	....	(c) 1579 26	....	216 00	....	....

(a) Includes $21 50 spent for teachers' library. (b) Includes $1034.48 "collected from ex-sheriff's bond." (c) Includes $23 of 1893-4; the balance belongs to preceding years and consists of old claims for which no pay certificates or warrants were issued. (d) Deficit in school fund. (e) Includes $90 paid out of 2 and 3 per cent. fund.

COUNTY TREASURERS' REPORTS—CONTINUED.

RECEIPTS.

	Tippah.	Tishomin'o	Tunica.	Union.	Warren.	Wash'gton.	Wayne	Webster.	Wilkinson.
Balance	$ 2814 68	$ 91 89	$ 3462 90	$ 1492 09	$ 1946 42	$ 4487 90	$ 830 97	$ 70 73	$ 3 07
State distribution	6497 31	3856 69	5579 14	6887 56	9803 78	22,029 44	4674 52	5671 79	10,837 30
Polls	2512 16	1816 40	1431 72	3464 93	2634 52	1982 29	2320 57	2889 28	3693 16
Institute	187 29	43 00	36 00	106 76	....	169 75	61 69	112 78	80 00
Township	166 10	....	....	....	621 24	4485 45	402 96	....	125 00
Chickasaw	2480 81	2384 72	2300 78	2577 39	....	....	....	(d) 313 85	....
Old warrants	2127 55	2617 67	....	....	....	....	....	....	....
County levy	....	....	....	....	4929 31	....	....	....	....
Two and 3 per cent. fund	....	203 74	....	....	26 43	....	8 00	36 81	....
Other sources	91 59	....	2915 40	5 75	40 00	4 00	396 32	11 60	....
Total	$16,877 49	$11,014 11	$15,725 94	$14,534 48	$20,001 70	$33,158 83	$ 8695 03	$ 9106 84	$14,738 53

COUNTY TREASURERS' REPOBTS—CONTINUED.

DISBURSEMENTS.

Superintendent	$ 597 00	$ 289 15	$ 480 00	$ 512 90	$ 488 56	$ 800 00	$ 338 38	$ 300 00	$ 792 51
Teachers	8957 65	6310 85	7631 50	11,043 69	15,870 75	22,333 65	6539 28	7282 23	12,549 61
Treasurer	279 60	264 66	300 95	261 48	185 04	482 82	194 41	223 61	362 67
Examiners	123 25	104 50	131 75	115 00	153 75	180 50	116 25	150 50	108 75
School Board	15 00	33 00	72 50	39 00	18 00	33 00	30 00	45 00	18 00
Institutes	81 00	40 00	40 00	76 75	....	102 97	43 80	77 10	80 00
Township schools	(a) 37 45	....	....	....	(c) 411 36	540 00	133 44	(d) 358 30	29 87
Building	....	78 85	1205 00	....	80 00	1135 87	65 81	8 95	....
Incidentals	(b) 883 56	14 49	630 69	34 40	88 11	174 81	107 73	17 05	58 59
Old warrants	1362 77	2486 82	345 00	196 79	61 00	60 00	....	....	....
Assessor	106 80	....	....	126 58	....	....	....	....	155 60
Separate school districts	....	511 48	....	506 71	....	....	....	248 55	....
Total	$12,444 08	$10,133 80	$10,837 39	$12,913 30	$17,356 57	$25,843 62	$ 7569 10	$ 8724 29	$14,155 60
Total balance	4433 41	880 31	(e) 4862 55	1621 18	2645 13	7315 21	1225 93	382 55	582 93
School fund balance	4364 57	684 77	4862 55	1591 98	2457 47	4613 60	840 25	304 13	....
Institute balance	68 84	1 93	....	29 20	....	66 78	16 81	33 95	....
Township balance	....	68 72	....	....	161 23	2634 77	260 87	16 61	95 13
Building fund	....	124 89	....	....	26 43	....	8 00	27 86	....
Unpaid warrants	....	470 48	....	44 00	183 60	....	....	....	....

(a) Institute fund paid for teachers' library. (b) Includes $771.60 paid back to county fund, $144.35 Superintendent's back salary, $27.61 incidentals. (c) Includes $171.36 loaned out. (d) Chickasaw fund. (e) This balance should be $4888.55. See explanatory notes after statistics.

COUNTY TREASURERS' KEPORTS—CONTINUED.

RECEIPTS.

	Winston.	Yalobusha.	Yazoo.
Balance	$ 460 13	$ 227 74	$ 3502 42
State Distribution	6212 08	7279 21	19,519 14
Polls	2599 81	1971 04	4242 42
Institute	58 89	25 00	178 30
Township	....	....	3090 24
Chickasaw	....	1357 36	....
Old Warrants	....	....	....
County Levy	....	....	....
2 and 3 per cent. fund	....	....	....
Other sources	230 00	137 90	73 99
Total	$ 9560 91	$ 10,998 25	$ 30,606 51

COUNTY TREASURERS' REPORTS—CONTINUED.

DISBURSEMENTS.

Superintendent	$ 300 00	$ 439 80	$ 735 11
Teachers	8451 90	8262 13	21,738 88
Treasurer	227 46	197 22	404 35
Examiners	164 00	149 00	284 00
School Board	27 00	33 00	36 00
Institutes	80 00	65 00	99 00
Township Schools	....	....	2442 41
Building	....	....	....
Incidentals	49 43	49 41	137 35
Old Warrants	....	316 00	30 00
Assessor	110 14	....	307 26
Separarate School Districts	....	932 06	348 50
Total	$ 9409 93	$ 10,443 62	$ 26,562 86
Total Balance	150 98	554 63	4043 65
School Fund Balance	150 98	387 26	2482 51
Institute Balance	....	....	79 30
Township Balance	....	2 89	367 33
Building Fund	....	164 48	(a) 1114 51
Unpaid Warrants	....	1409 00	3402 52

(a) Belongs to county supplemental fund levied for the fifth month.

TOWNSHIP FUNDS—1893-4.

COUNTIES.	Permanent fund.	Balance forward from 1893.	Tot'l receipts.	Amo'nt paid out.	Balance forward.
Amite	$ 274 48	....	$ 14 20	$ 63	$ 13 57
Attala	7377 50	....	304 65	304 65	....
Bolivar	7518 44	$ 252 85	650 35	318 25	328 91
Carroll	5868 77	....	387 14	359 07	28 07
Choctaw	307 00	....	41 14	29 87	12 29
Claiborne	172 50	....	167 25	167 25	....
Clarke	70 97	....	14 00	8 34	5 76
Copiah	1351 93	....	....	....	....
Covington	2923 35	....	462 59	204 73	257 86
Franklin	2313 74	....	231 37	5 75	225 62
Grenada	7270 00	....	337 60	337 60	....
Hancock	(c) 376 84	105 60	194 76	2 22	192 54
Harrison	11,400 24	939 38	1466 65	401 10	1065 55
Hinds	8445 37	....	2607 08	789 17	1817 91
Holmes	14,544 48	1271 88	2535 42	1253 56	1276 87
Issaquena	2966 01	862 38	1306 93	81 36	1225 55
Jackson	1294 99	....	275 05	61 83	213 22
Jasper	110 90	....	19 95	19 95	....
Jefferson	11,724 43	534 79	1062 61	651 97	410 64
Kemper	913 50	....	a 378 10	378 10	....
Lawrence	7298 55	439 91	879 82	449 36	430 46
Leake	2496 35	....	173 41	73 95	99 46
Leflore	6539 25	....	617 35	416 25	210 10
Lincoln	2459 41	....	233 60	81 88	151 72
Lowndes	3110 31	29 22	3007 87	(s) 2399 75	608 09
Madison	8500 79	580 24	1400 63	1065 57	347 62
Marion	7186 53	1214 69	1625 83	316 03	1309 70
Monroe	633 49	....	31 02	....	31 02
Neshoba	1012 75	....	79 85	....	79 85
Newton	1954 02	79 80	275 05	177 00	98 05
Oktibbeha	....	....	603 05	603 05	....
Pearl River	5585 86	732 00	1122 64	472 92	649 72
Pontotoc	....	....	320 40	320 40	....
Rankin	4102 44	141 68	1071 46	640 25	431 21
Scott	3118 49	378 49	742 52	11 60	30 92
Sharkey	2373 00	669 05	3647 28	1877 16	1770 22
Simpson	1794 80	146 82	422 47	181 23	241 24
Smith	1905 26	....	430 43	185 44	247 79
Sunflower	13,318 32	834 19	1723 04	1269 21	453 83
Tallahatchie	16,338 86	161 54	1429 33	963 27	466 06
Warren	9568 85	148 70	621 24	460 01	161 23
Washington	....	2294 43	4485 45	1850 68	2634 77
Wayne	4747 50	70 47	402 96	142 19	260 77
Wilkinson	95 13	....	29 87	29 87	....
Yazoo	1633 03	646 44	3090 24	2442 41	b. 413 18

(a) Report states that $277.50 of principal was collected and that all collected was paid out for abstracting titles. Interest collected was $100.60. (b) Township report shows balance due treasurer $45.85, which leaves the real balance to fund $367.33 as shown in school fund report. (c) Reported as "cash in treasury." (s) Receipts and disbursements include rents in Columbus.

COUNTY TREASURERS' REPORTS—CONTINUED.

RECEIPTS.

	Smith Co. Treasurer.	Smith Co. Sup'int'n't.
Balance	$ 918 26	$ 918 26
State distribution	5246 04	5246 04
Polls	2743 60	2743 60
Institute	45 76	45 76
Township	430 42	430 42
Chickasaw	....	....
Old warrants	....	....
County levy	....	....
Two and 3 per cent. fund	....	
Other sources	191 00	191 00
Total	$ 9575 08	$ 9575 08

DISBURSEMENTS.

Superintendent	$ 375 00	$ 375 00
Teachers	8081 80	7907 70
Treasurer	216 42	216 42
Examiners	62 00	62 00
School Board	21 00	21 00
Institutes	40 00	40 00
Township schools	174 88	174 88
Building	....	....
Incidentals	....	....
Old warrants	....	....
Assessor	....	....
Separate school districts	....	....
Total	$ 8971 10	$ 8797 00
Total balance	(b) 609 06	(b) 778 08
School fund balance	361 27	....
Institute balance	....	....
Township balance	247 79	....
Building fund	....	....
Unpaid warrants	....	....

(b) These two reports were received Oct. 11, 1895—too late to be inserted in regular order. The Treasurer's report was sent by the County Superintendent, and is not certified by the County Auditor.

NOTES

—FROM—

SUPERINTENDENTS AND TREASURERS—1893-94.

ALCORN.—I received $5.82 on the 1st day of last June for poll-tax collected by the Sheriff. I think you ordered a report after that time, or it would have been reported.

M. A. POWELL, County Treasurer.

AMITE.—Dear Sir: My annual I herein enclose, which is correct in all parts, I think. There is a difference of $608.00 in report of Gloster's Treasurer, and in mine, which you will see; this difference arises by the Trustees of Gloster employing two teachers (for music and art), who were not licensed, to whom I could not issue pay certificates under the law. Institute fund is as follows: 132 applicants, $66.00; 5 licenses renewed, $2.50; 1 license endorsed, 50 cents; 14 licenses, 3 years, $14.00; 9 licenses, 2 years, $4.50.—$87.50.

GEO. A. MCGEHEE, County Supt.

ATTALA.—The amount paid the town for county pupils, was to the white school $199.30, and to the colored school, $118.40—total $317.70, as stated in my report. From $900.00 take $199.30, gives $700.70, the amount paid the principal of the white school from the town. There is unquestionably a mistake about the town paying me, as its part of my salary, $38.85. My monthly salary from the town is $3.05, which would make, as I reported, $36.60.

T. J. FOWLER, County Supt.

BENTON.—The difference is this, when Mr. L. E. Lipford makes a monthly report, he includes his postage, and the account is approved by the Board of Supervisors and warrant issued for services as County Superintendent of Public Education. I have no record showing that I ever paid to the Superintendent any incidental expenses.

March 29, 1895. A. J. SIMPSON, County Treas.

BOLIVAR.—The error of $227.20 made last year in township report, was caused by the principal of a loan being paid to Treasurer as interest. The error is corrected in this year's reports.

Oct. 16, 1894. N. B. SCOTT, Supt.

BOLIVAR—Your favor of 27th inst. received. Please make the change you suggest as to the $227.20. That $462.34 was the unloaned money to the credit of 16th sections, not belonging to interest or rent account.

March 29, 1895. C. L. JONES, Treasurer.

BOLIVAR—Your postal of 27th received. The amount unpaid warrants should have been $1993.92. Please make correction of entry of $227.20 as suggested in your letter to Treasurer, and oblige.

Yours truly, N. B. SCOTT, Co. Supt.

March 29, 1895.

CARROLL—I have $28 of Institute Fund not yet turned over to County Treasurer. It was collected at the recent fall examinations and will appear in his next report. B. F. WILEY,
October 17, 1894. Co. Supt.

FRANKLIN—Our Institute Fund is usually so small that I have, in order to save the Treasurer's commissions, never turned it over to him, but have disbursed it for the purposes intended, with the approval of the Examining Board. In our last year's report you will see that my receipts are in excess of the Treasurer's by the amount of the Institute Fund. Hereafter I will pay over to the Treasurer.
September 14, 1895. J. P. JONES, Co. Supt.

JASPER—The $39.95 referred to consisted of $19.95 interest and $20 received from parties depositing money in order to obtain similar allowances from the Board of Supervisors against the fund for the repair of school houses. J. M. MCBAY,
September 9, 1895. Treasurer.

KEMPER—Kemper county has no outstanding warrants for previous years. For the year 1894 there is about $800 or $1,000 behind in reports. No warrants have been issued on them yet, from the fact there was a shortage in the school funds last year. J. W. SMITH,
September 7, 1895. Treasurer.

LAUDERDALE—County paid County Superintendent $574.38 and city paid $175.62 of County Superintendent's salary. Total amount paid County Superintendent by county and city $750.
September 9, 1895. W. G. STEVENSON, Supt.

LEAKE—Amount of Institute Fund is taken from Treasurer's entries though Treasurer's receipts filed by me show only $88 of that fund collected.
October 18, 1894. J. F. WILLIAMS, Supt.

LEAKE—By comparing this report with the one of 1892–93, you will find a difference of $417.53. This amount was paid out on warrants taken up after the 1st day of October, 1893, which was counted out in last report. Our 16th section fund is undergoing investigation and has not been completed, therefore I cannot certify that it is exactly correct, as the whole fund is now kept together, and the fact of the business is it is in a tangle, and has been for years; we hope to be able to give a correct report. J. L. MCMILLAN,
October 19, 1894. Chancery Clerk.

LEAKE.—The report of R. Moore, County Treasurer of our county, with exception of the 16th Section Fund (which was left off, supposing the other report made on that fund was sufficient,) is correct. I made the report myself, and scrutinized every part of it. The report for 1893 was made by himself and Mr. Wallace, and they did not go into the matter of the money paid out on old warrants as deeply as they might, and only got what the Superintendent had issued at that time, and that is where the mistake came in. Mr. Moore got me to make out the report for 1894, and I took his files of warrants and his reports, got the amounts and dates, and am certain the report is correct. I then arranged his books so that we can make the report this year with little trouble, and will tally with the report of 1892. If you can accept this I will assist Mr. Moore in rearranging his report, and he will send it down at once. I can't, as clerk, approve any other.
J. L. MCMILLAN,
September 20, 1895. Chancery Clerk.

LINCOLN.—County Treasurer reports Institute Fund $110.10. This includes $19.60 for the present scholastic year.
October 19, 1894. J. M. GIRAULT, Supt.

MONROE.—Explanation—Under receipts No. 3 I did not report to Auditor enough polls by $161.00, hence entry under No. 10. The cause of this is, the year before, by order of the Board of Supervisors, I refunded to Sheriff $161.00 polls paid in excess by him. Consequently, the year before I actually reported to the Auditor $161.00 more than I received, thereby losing that much of the State distribution of that year.
October 23, 1894. J. C. WICKS, Treasurer.

MONTGOMERY.—Your's of yesterday received. The $435.72 is the Building Fund still on hand, and, if necessary, you can amend by putting in the report. I did not think it ought to be put in my report. The $161.56 is what is left of special levy after paying off the old warrants made by my predecessor, H. F. McWilliams. It ought to be placed to the credit of the regular School Fund, but the Board and Treasurer do not do it.
September 6, 1895. W. E. SIMPSON, Co. Supt.

NESHOBA.—I make the following corrections: My commission of 2½ per cent. was deducted from the $72.00 Institute Fund, and I charged only $70.20. I paid out $22.00 for books for County Teachers' Library, and failed to take credit for same. It may be summed up as follows: Books, $22.00; commission, $1.80; total, $23.80.
September 7, 1895. W. A. TULLOS, Treasurer.

PEARL RIVER.—You will note a few changes in 16th Section since last report. We have received some principal belonging to those accounts from Hancock and Marion counties which was not turned over when county was organized. ANDREW SMITH,
October 15, 1894. Treasurer.

PRENTISS—You will note a discrepancy of $5 between my report and the county Treasurer's in Institute Fund. He included the past September examination and should have counted September examination of preceding fall. The county Treasurer also failed to turn over to Booneville $55.25 and failed to count or get one warrant for $11.23—making in all a discrepancy of $71.48 between our reports.
October 19, 1894. E. T. TYRA, Co. Supt.

RANKIN—There was a mistake in my last year's report of 16th section funds. The amount paid out should have been $438.67 instead of $222.85, and the balance should have been $141.68, instead of $357.50. I think I have it straight now, and hope we will have no more trouble.
W. W. KERSH, County Treasurer.

SMITH—I cannot change my financial report without making it incorrect. Have tried to get mine and the County Treasurer's books together, but I have not as yet been able to understand his manner of book-keeping.
September 24, 1895. J. A. HUFF, Co. Supt.

TALLAHATCHIE—The $675 was for Charleston separate school district, only consisting of nine (9) sections. The $1538.98 is the correct balance from 1893. W. M. STEELE, Co. Treasurer.

TATE—Polls $177.51 reported to State Auditor in January, 1894, is not in this report—because it was reported to you in my last report in the item, "Received since June." J. M. LOVE, Co. Treasurer.

TUNICA—I enclose corrected report; the error $26 was caused by our Superintendent of Education paying me on day report was made Institute fund for 1893, and I failed to get it on docket. I have corrected the matter and made proper entries on my docket. The clerk of the courts

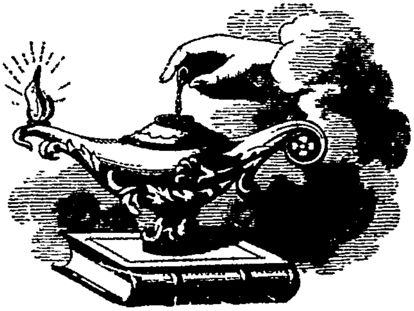
has been taking his summer trip—had my docket in vault and it locked—is what delayed my report. I made two trips to Tunica to make you the report, but did not get my books until to-day.
October 5, 1895. O. F. WEST, Treasurer.

WASHINGTON.—You will notice that for Section 16, Township 16, Range 6, I have paid out $230.77, and I have put the figures in red ink and left blank space under head of balances. This section has a good revenue, but they manage to spend all, and more. The amount for this year will soon be paid in. GEORGE B. ALEXANDER.
October 25, 1894. Treasurer.

WAYNE.—With this please find corrected report. The Treasurer's report, as returned corrected, agrees with the duplicate filed in this office last October, at the time when he sent you a correct report, and when I requested you to make a change in my report, so that mine would correspond with the Treasurer's, and also with record book in my office. If I am not mistaken, I have on file your letter, wherein you agree to make the change. The Board of Supervisors of this county would never consent for the Superintendent to have anything to do with 16th Section matters till last year—the latter half of the year at that. I, therefore, knew very little about this fund up to the time I was asked to take charge and run these schools, in accordance with circular sent out from State Superintendent's office. I think you will find all correct. In *first balance* is included *all* funds on hand, as shown in report of 1893; the other items under "Receipts" came in after October, on new school year. Treasurer Taylor thinks that if you will examine your office you will find correct 16th Section report, forwarded at same time a correct duplicate was given me. WILLIAM E. LLOYD,
September 9, 1895. County Superintendent.

[Received too late to make corrections.]

MONTGOMERY.—The balance of 2 and 3 per cent. fund should have been $405.72, instead of $435.72. Question No. 2, in regard to Deficit School Fund—will say there had been no change when I made my report in 1894 in this fund. I still have this amount on hand, and will report same in my report of 1895. In regard to Township Fund, balance, $57.79, made in my report of 1893, was interest collected on said fund, and was turned into the General School Fund, for which I hold receipt for same. I send you a township report to-day, which is the same as report of last year (1894). No change has been made.
October 18, 1895. T. H. MCNEILL, Treasurer.



Statistics for 1894-95.

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COUNTIES.	No. Educable Children Enumerated by Teachers.						No. Educable Children, Both Races, Enumerated by Teachers.	No. of Children, Both Races, Assessor's Enumeration, (1894).
	White.			Colored.				
	M.	F.	Total.	M.	F.	Total.		
Adams	862	859	1721	3115	3286	6401	8122	10.694
Alcorn	1753	1619	3372	718	766	1484	4856	5308
Amite	1758	1539	3297	2203	2075	4278	7575	7853
Attala	2867	2705	5572	2391	2322	4713	10,285	9865
Benton	1025	961	2016	852	796	1648	3664	4565
Bolivar	574	485	1059	3126	3792	6918	7977	12,209
Calhoun	2186	2141	4327	759	733	1492	5819	5993
Carroll	1736	1618	3354	2392	2048	4440	7794	8131
Chickasaw	1589	1524	3113	1754	1765	3519	6632	7705
Choctaw	1618	1456	3074	636	656	1292	4366	4729
Claiborne	830	862	1692	3247	3005	6252	7944	8056
Clarke	1795	1577	3372	1639	1818	3457	6829	6681
Clay	975	891	1866	2325	2314	4639	6505	7333
Coahoma	431	410	841	2490	2453	4943	5784	6599
Copiah	2720	2569	5289	2714	2824	5538	10,827	11,036
Covington	1229	1071	2300	721	628	1349	3649	3773
DeSoto	1133	1111	2244	2593	2611	5204	7448	8424
Franklin	1196	1003	2199	818	907	1725	3924	5029
Greene	680	524	1204	166	141	307	1511	1737
Grenada	743	695	1438	1834	2020	3854	5292	5653
Hancock	1185	1019	2204	466	441	907	3111	3888
Harrison	1986	1897	3883	685	727	1412	5295	6028
Hinds	1975	1819	3794	5603	5838	11,441	15,235	17,631
Holmes	1279	1411	2690	4746	4729	9475	12,165	12,711
Issaquena	78	62	140	1746	1633	3379	3519	4324
Itawamba	2244	2016	4260	291	237	528	4788	4600
Jackson	1605	1554	3159	699	708	1407	4566	4979
Jasper	1502	1347	2849	1487	1502	2989	5838	6441
Jefferson	819	746	1565	2337	2547	4884	6449	7771
Jones	2019	1791	3810	383	406	789	4599	4988
Kemper	1526	1432	2958	1882	2060	3942	6900	7917
Lafayette	2611	2457	5068	1836	1837	3673	8741	8531
Lauderdale	3003	2824	5827	3194	3080	6274	12,101	13,541
Lawrence	1382	1265	2647	1364	1402	2766	5413	5772
Leake	1814	1649	3463	1021	997	2018	5481	6005
Lee	2086	2043	4129	1353	1352	2705	6834	8243
Leflore	409	357	766	2703	2496	5199	5965	6460

TABLE I—CONTINUED.

COUNTIES.	Number of Educable Children Enumerated by Teacher.						No. Educable Children Both Races, Enumerated by Teachers.	No. of Children, Both Races, Assessor's Enumeration—1894.
	White.			Colored.				
	M.	F.	Total.	M.	F.	Total.		
Lincoln	2196	1935	4131	1060	1120	2180	6311	6871
Lowndes	1092	1086	2178	3051	3230	6281	8459	11,366
Madison	1052	1095	2147	4399	4364	8763	10,910	10,998
Marion	1472	1487	2959	658	626	1284	4243	4659
Marshall	1708	1534	3242	2947	2922	5869	9111	10,753
Monroe	2516	2514	5030	3738	3851	7589	12,619	12,231
Montgomery	1538	1448	2986	1342	1536	2878	5864	6190
Neshoba	1742	1636	3378	497	463	960	4338	4611
Newton	1977	1759	3736	1101	1025	2126	5862	6533
Noxubee	839	865	1704	4347	4170	8517	10,221	11,937
Oktibbeha	1054	927	1981	1582	1704	3286	5267	7483
Panola	1797	1720	3517	3378	3263	6641	10,158	11,193
Pearl River	566	577	1143	117	164	281	1424	1640
Perry	1125	1005	2130	473	410	883	3013	3439
Pike	2135	2027	4162	2405	2376	4781	8943	9129
Pontotoc	2025	1970	3995	708	737	1445	5440	6469
Prentiss	2145	1882	4027	494	460	954	4981	5438
Quitman	159	179	338	347	263	610	948	1264
Rankin	1844	1466	3310	3476	2004	5480	8790	7934
Scott	1469	1406	2875	1056	1012	2068	4943	5088
Sharkey	234	242	476	1514	1648	3162	3638	4599
Simpson	1341	1337	2678	902	1002	1904	4582	4805
Smith	1756	1503	3259	324	316	640	3899	4763
Sunflower	558	605	1163	1355	1207	2562	3725	4237
Tallahatchie	1110	1049	2159	1907	1806	3713	5872	6027
Tate	1544	1423	2967	2118	2048	4166	7133	8117
Tippah	2010	1717	3727	583	564	1147	4874	5340
Tishomingo	1417	1353	2770	158	151	309	3079	3269
Tunica	193	169	362	1182	1337	2519	2881	3980
Union	2084	1920	4004	703	782	1485	5489	6329
Warren	1496	1337	2833	4578	4579	9157	11,990	13,086
Washington	650	653	1303	5471	5564	11,035	12,338	15,730
Wayne	1309	1272	2581	811	856	1667	4248	4345
Webster	1627	1498	3125	708	708	1416	4541	5265
Wilkinson	592	590	1182	2446	2476	4922	6104	7780
Winston	1532	1365	2897	1070	1156	2226	5123	5507
Yalobusha	1456	1513	2969	1602	1510	3112	5081	6560
Yazoo	1608	1532	3140	4666	4689	9355	12,495	15,363

TABLE II.

COUNTIES.	No. Pupils Enrolled.						Both Races.		No. Pupils in Average Attendance.					
	White.			Colored.			Total Enr'll-ment.	Total Av'r'e Att'd-ance.	White.			Colored.		
	Male.	Fem.	Total.	Male.	Fem.	Total.			Male	Fem.	Total.	Male.	Fem.	Total.
Adams	351	387	738	1810	1885	3695	4433	2366	213	263	476	889	1001	1890
Alcorn	1372	1219	2591	489	541	1030	3621	1728	670	619	1289	196	243	439
Amite	1338	1151	2489	1485	1492	2977	5466	3400	834	794	1628	885	887	1772
Attala	1971	1805	3776	1444	1511	2955	6731	3759	1084	1059	2143	780	836	1616
Benton	815	913	1728	626	580	1206	2934	1350	433	435	868	239	243	482
Bolivar	372	375	747	2624	2723	5347	6094	3833	241	232	473	1595	1765	3360
Calhoun	1881	1766	3647	622	580	1202	4849	2581	979	952	1931	326	324	650
Carroll	1578	1282	2860	1743	1630	3373	6233	3350	736	787	1523	935	892	1827
Chickasaw	1358	1247	2605	1375	1388	2763	5368	3031	786	757	1543	723	765	1488
Choctaw	1288	1018	2306	544	559	1103	3409	2131	791	626	1417	344	370	714
Claiborne	497	557	1054	1690	1805	3495	4549	2088	284	343	627	675	786	1461
Clarke	1293	1172	2465	1042	1216	2258	4723	2528	731	697	1428	494	606	1100
Clay	772	754	1526	1681	1667	3348	4874	3149	519	520	1039	1059	1051	2110
Coahoma	278	270	548	1329	1381	2710	3258	1722	158	176	334	674	714	1388
Copiah	2022	2076	4098	1882	2135	4017	8115	4052	1184	1377	2561	650	841	1491
Covington	975	839	1814	546	497	1043	2857	1848	594	546	1140	369	339	708
DeSoto	882	834	1716	1843	1756	3599	5315	2732	606	515	1121	822	789	1611
Franklin	854	716	1570	496	549	1045	2615	1482	510	462	972	236	274	510
Greene	565	453	1018	130	118	248	1266	716	303	255	558	82	76	158

Grenada	542	521	1063	1340	1482	2822	3885	2244	359	333	692	667	885	1552
Hancock	689	588	1277	212	223	435	1712	993	418	318	736	124	133	257
Harrison	962	911	1873	257	244	501	2374	1372	478	525	1003	192	177	369
Hinds	1666	1595	3261	3926	3956	7882	11,143	6372	997	1038	2035	2070	2267	4337
Holmes	1123	1062	2185	3001	3093	6094	8279	4997	703	740	1443	1689	1865	3554
Issaquena	77	60	137	936	933	1869	2006	1093	58	44	102	474	517	991
Itawamba	2065	1890	3955	266	204	470	4425	3741	1820	1680	3500	133	108	241
Jackson	896	852	1748	323	330	653	2401	1469	523	526	1049	202	218	420
Jasper	1102	998	2100	985	1006	1991	4091	2635	699	640	1339	603	693	1296
Jefferson	460	432	892	1051	1163	2214	3106	2168	338	332	670	734	764	1498
Jones	1501	1362	2863	297	324	621	3484	1920	825	707	1532	186	202	388
Kemper	1330	1232	2562	1348	1404	2752	5314	2404	792	795	1587	400	417	817
Lafayette	1730	1592	3322	1245	1242	2487	5809	3719	1139	1079	2218	766	735	1501
Lauderdale	2188	2352	4540	1803	1597	3400	7940	5342	1490	1522	3012	1098	1232	2330
Lawrence	1157	1032	2189	957	988	1945	4134	2373	704	642	1346	485	542	1027
Leake	1573	1360	2933	785	774	1559	4492	2485	816	777	1593	445	447	892
Lee	1773	1615	3388	998	1044	2042	5430	2738	868	889	1757	459	522	981
Leflore	278	263	541	1892	1852	3744	4285	2378	175	165	340	1006	1032	2038
Lincoln	1702	1478	3180	799	841	1640	4820	2810	977	939	1916	419	475	894
Lowndes	849	854	1703	2099	2414	4513	6216	3374	501	540	1041	1048	1285	2333
Madison	822	868	1690	2710	2982	5692	7382	3817	573	600	1173	1177	1467	2644
Marion	1213	1139	2352	479	477	956	3308	2046	754	772	1526	242	278	520
Marshall	1420	1267	2687	2166	1812	3978	6665	3716	708	671	1379	728	1609	2337
Monroe	1815	1692	3507	2324	2529	4853	8360	4638	1001	992	1993	1266	1379	2645
Montgomery	1254	1260	2514	1048	1177	2225	4739	2532	662	685	1347	533	652	1185
Neshoba	1715	1605	3320	497	463	960	4280	3007	1328	1217	2545	219	243	462
Newton	1673	1480	3153	812	850	1662	4815	2805	956	887	1843	467	495	962

TABLE II.—CONTINUED.

COUNTIES.	No. Pupils Enrolled During Scholastic Year.							No. Pupils in Average Attendance During Scholastic Year.						
	White.			Colored.			Total of Both Races.	Total of Both Races	White			Colored.		
	Male.	Fem.	Total.	Male.	Fem.	Total.			Male.	Fem.	Total.	Male.	Fem.	Total.
Noxubee	628	634	1262	2743	2878	5621	6883	4099	363	388	751	1604	1744	3348
Oktibbeha	886	820	1706	1249	1349	2598	4304	2610	550	504	1055	726	829	1555
Panola	1600	1403	3003	2556	2516	5072	8075	4064	785	762	1547	1250	1267	2517
Pearl River	465	497	962	96	126	222	1184	763	288	328	616	66	81	147
Perry	1036	1063	2099	327	352	679	2778	1811	813	625	1448	176	187	363
Pike	1721	1666	3387	1562	1730	3292	6679	4406	1170	1179	2349	967	1090	2057
Pontotoc	1809	1660	3469	612	651	1263	4732	2249	859	840	1699	250	300	550
Prentiss	1756	1526	3282	353	326	679	3961	1828	797	707	1504	165	159	324
Quitman	116	138	254	169	158	327	581	319	70	51	121	96	102	198
Rankin	1297	1006	2303	1596	1633	3229	5532	3533	769	903	1672	899	962	1861
Scott	1179	1165	2344	682	698	1380	3724	2301	722	715	1437	421	443	864
Sharkey	174	187	361	901	1014	1915	2276	1150	85	112	197	449	504	953
Simpson	1137	1099	2236	705	728	1433	3669	2261	701	673	1374	411	476	887
Smith	1511	1238	2749	294	270	564	3313	2959	1361	1094	2455	265	239	504
Sunflower	440	441	881	818	819	1637	2518	1342	256	295	551	399	392	791
Tallahatchie	860	830	1690	1388	1364	2752	4442	2313	423	452	875	737	701	1438
Tate	1296	1134	2430	1658	1656	3314	5744	2848	695	679	1374	714	760	1474
Tippah	1692	1464	3156	402	406	808	3964	1928	767	725	1492	202	234	436
Tishomingo	1175	1094	2269	114	108	222	2491	1381	665	573	1238	74	69	143

Tunica	155	145	300	886	1006	1892	2192	1170	80	74	154	470	546	1016
Union	1826	1610	3436	580	639	1219	4655	2315	883	831	1714	283	318	601
Warren	673	904	1577	2641	2953	5594	7171	5622	420	762	1182	2104	2336	4440
Washington	367	422	789	2868	3130	5998	6787	4202	244	292	536	1742	1924	3666
Wayne	1217	996	2213	566	721	1287	3500	2236	698	691	1389	428	419	847
Webster	1486	1294	2780	552	587	1139	3919	2326	866	776	1642	320	364	684
Wilkinson	463	450	913	1562	1588	3150	4063	2871	335	299	634	1100	1137	2237
Winston	1200	1110	2310	826	863	1689	3999	2396	699	695	1394	480	522	1002
Yalobusha	1155	1051	2206	1182	1109	2291	4497	2511	727	716	1443	539	529	1068
Yazoo	1136	1096	2232	3434	5711	9145	11,377	5835	683	734	1417	2053	2365	4418

TABLE III.

COUNTIES.	No. Teachers Employed. (Classified by Grade.)								No. Teachers Employ'd (Classified by Sex.)							Amount Paid in Salaries to Teachers.						No. Schools in Co.	Average No. Days in Country Schools.
	White.				Colored.				Total of Both Races.	White.			Colored.			White.			Colored.				
	1st g'e	2d g'e.	3d g'e.	Total.	1st g'e	2d g'e.	3d g'e.	Total.		Male.	Fem.	Total.	Male.	Fem.	Total.	Male.	Female.	Total	Male.	Female.	Total.		
Adams	23	6	..	29	5	24	22	51	80	4	25	29	9	42	51	$ 2495	$ 7791	$ 10,286	$ 2185	$ 9582	$ 11,767	51	140
Alcorn	18	25	13	56	2	2	19	23	79	28	28	56	10	13	23	4994	3849	8843	1325	1104	2429	66	100
Amite	62	3	..	65	23	21	15	59	124	32	33	65	38	21	59	5040	3795	8835	3099	1720	4819	97	78
Attala	97	..	..	97	17	37	1	55	152	40	57	97	31	24	55	5020	8023	13,043	2807	1654	4461	151	80
Benton	38	13	..	51	..	8	20	28	79	33	18	51	19	9	28	4531	2325	6856	1855	467	2322	66	98½
Bolivar	42	3	..	45	40	48	36	124	169	4	41	45	74	50	124	880	8013	8893	7632	3538	11,170	114	75
Calhoun	75	11	..	86	5	15	9	29	115	40	46	86	21	8	29	5293	5270	10,563	1969	579	2548	90	96
Carroll	60	11	..	71	20	18	25	63	134	22	49	71	51	12	63	2559	4977	7536	3561	1091	4652	120	78
Chickasaw	68	7	..	75	3	8	34	45	120	20	55	75	19	26	45	4230	8006	12,236	2031	1997	4028	91	99
Choctaw	59	4	..	63	9	8	9	26	89	37	26	63	20	6	26	3557	2007	5564	1621	327	1948	70	79½
Claiborne	24	10	2	36	4	10	32	46	82	3	33	36	12	34	46	1554	9203	10,757	2560	4616	7176	62	161.2
Clarke	41	31	6	78	5	26	15	46	124	29	49	78	27	19	46	4817	6134	10,951	2318	1490	3808	85	119
Clay	56	1	..	57	10	47	19	76	133	21	36	57	38	38	76	4100	5621	9721	4106	3024	7130	81	80
Coahoma	21	7	..	28	7	7	28	42	70	2	26	28	26	16	42	480	5991	6471	2786	1445	4231	65	93¾
Copiah	104	8	2	114	10	16	46	72	186	20	94	114	29	43	72	5523	14,411	19,934	2576	3260	5836	157	80
Covington	60	1	..	61	6	13	3	22	83	35	26	61	17	5	22	3113	1740	4853	1369	203	1572	69	79⅓

DeSoto	40	11	..	51	8	24	20	52	103	7	44	51	33	19	52	$1670	$7585	$9255	$4705	$1417	$6122	85	99.3
Franklin	47	3	..	50	..	10	14	24	74	24	26	50	12	12	24	2916	2703	5619	1204	918	2122	53	75
Greene	24	8	2	34	..	2	5	7	41	14	20	34	5	2	7	1839	2460	4299	523	210	733	39	96
Grenada	24	13	1	38	3	22	25	50	88	8	30	38	39	11	50	1801	4711	6512	2903	1410	4313	73	80
Hancock	22	18	1	41	1	8	2	11	52	22	19	41	2	9	11	2413	2960	5373	200	1125	1325	47	80
Harrison	23	10	6	39	5	4	1	10	49	11	28	39	7	3	10	2408	5216	7624	1237	396	1633	48	84
Hinds	100	4	..	104	31	54	22	107	211	14	90	104	56	51	107	6797	22,323	29,120	9888	8133	18,021	146	120
Holmes	48	11	4	63	14	47	25	86	149	26	37	63	66	20	86	5934	5788	11,722	6218	1956	8174	124	79
Issaquena	4	8	..	12	7	14	6	27	39	2	10	12	15	12	27	420	2160	2580	3208	1766	4974	31	132
Itawamba	55	26	2	83	..	7	6	13	96	63	20	83	12	1	13	8905	1704	10,609	980	22	1002	73	100
Jackson	27	15	7	49	4	2	8	14	63	17	32	49	5	9	14	2740	4320	7060	1000	730	1730	52	97
Jasper	48	17	5	70	2	10	27	39	109	37	33	70	20	19	39	4212	3204	7416	1313	1092	2405	88	77
Jefferson	43	2	..	45	20	19	10	49	94	9	36	45	22	27	49	1653	5612	7265	2278	1883	4161	76	80
Jones	65	23	2	90	1	7	4	12	102	59	31	90	5	7	12	5322	2393	7715	575	519	1094	73	78
Kemper	46	2	..	48	8	10	22	40	88	20	28	48	25	15	40	3400	4380	7780	3080	2060	5140	107	74¼
Lafayette	84	10	1	95	3	35	16	54	149	33	62	95	37	17	54	5455	9200	14,655	3139	1164	4303	126	79⅞
Lauderdale	106	9	..	11	13	23	30	66	181	34	81	115	33	33	66	6321	18,749	25,070	4454	4020	8474	107	80
Lawrence	53	12	..	65	1	5	28	34	99	33	32	65	15	19	34	3966	3257	7223	907	772	1679	82	84
Leake	42	24	5	71	..	17	14	31	102	44	27	71	20	11	31	4652	2865	7517	1426	632	2058	86	79
Lee	49	24	..	73	4	10	18	32	105	30	43	73	26	6	32	7639	8396	16,035	3433	632	4065	86	117¼
Leflore	25	1	..	26	16	23	35	74	100	5	21	26	39	35	74	1751	4552	6303	4036	2773	6809	73	97
Lincoln	54	20	..	74	5	6	18	29	103	24	50	74	14	15	29	3088	8070	11,158	1428	1393	2821	85	76
Lowndes	39	8	8	55	1	18	51	70	125	9	46	55	28	42	70	3585	11,205	14,790	3997	4090	8087	87	119
Madison	56	5	..	61	4	25	40	69	130	9	52	61	32	37	69	3465	9280	12,745	4175	4365	8540	113	90
Marion	66	3	..	69	3	2	14	19	88	35	34	69	9	10	19	3302	2775	6077	749	494	1243	72	87
Marshall	80	5	..	85	3	13	53	69	154	11	74	85	36	33	69	3957	16,293	20,250	4715	3896	8611	138	140
Monroe	46	46	3	95	4	7	86	97	192	32	63	95	50	47	97	6590	10,574	17,164	3994	2938	6932	128	100

TABLE III—CONTINUED.

COUNTIES.	No. Teachers Employed. (Classified by Grade.)								No. Teachers Employ'd (Classified by Sex.)							Amount Paid in Salaries to Teachers.						No. Schools in Co.	Average No. Days in Country Schools.
	White.				Colored.				Total of Both Races.	White.			Colored.			White.			Colored.				
	1st g'e.	2d g'e.	3d g'e.	Total.	1st g'e.	2d g'e.	3d g'e.	Total.		Male.	Fem.	Total.	Male.	Fem.	Total.	Male.	Female	Total.	Male.	Female	Total.		
Montgomery	58	1	..	59	5	17	18	40	99	20	39	59	21	19	40	$ 2830	$ 3537	$ 6367	$ 1991	$ 1386	$ 3377	86	80
Neshoba	39	26	7	72	1	2	6	9	81	39	33	72	9	..	9	3628	3067	6695	690	....	690	77	78
Newton..........	68	8	2	78	4	2	30	36	114	50	28	78	32	4	36	7163	2752	9915	2114	241	2355	91	79¾
Noxubee.........	49	2	..	51	15	37	28	80	131	11	40	51	46	34	80	3424	9621	13,045	6579	4091	10,670	103	110
Oktibbeha.......	49	4	..	53	3	16	16	35	88	14	39	53	26	9	35	2843	6817	9660	3179	892	4071	67	100
Panola..........	50	13	12	75	2	12	62	76	151	14	61	75	43	33	76	4021	11,159	15,180	5307	2743	8050	121	118¾
Pearl River......	20	13	4	37	1	3	1	5	42	18	19	37	3	2	5	3215	2285	5500	311	353	664	38	99
Perry	44	6	3	53	..	12	2	14	67	12	41	53	11	3	14	2700	3116	5816	710	183	893	82	78
Pike	86	10	..	96	24	29	18	71	167	29	67	96	38	33	71	4679	8021	12,700	3899	2443	6342	100	73¾
Pontotoc.........	38	28	4	70	1	6	16	23	93	41	29	70	12	11	23	7584	4485	12,069	1273	1060	2333	75	116
Prentiss	36	32	8	76	2	1	7	10	86	38	38	76	7	3	10	5583	4248	9831	1280	275	1555	62	95
Quitman	10	1	..	11	3	3	..	6	17	4	7	11	4	2	6	774	1134	1908	567	110	677	21	66
Rankin..	70	3	..	73	16	20	26	62	135	31	42	73	41	21	62	3218	4337	7555	3441	1355	4796	122	80
Scott	50	15	4	69	8	5	19	32	101	34	35	69	25	7	32	2839	2839	5678	1599	355	1954	90	78½
Sharkey.........	14	3	..	17	7	13	13	33	50	3	14	17	18	15	33	750	3341	4091	3059	1784	4843	41	118
Simpson	39	20	6	65	9	11	4	24	89	29	36	65	19	5	24	2587	2966	5553	1693	335	2028	76	74

Smith..	81	5	..	86	4	2	12	18	104	62	24	86	14	4	18	$ 5136	$ 1713	$ 6849	$ 793	$ 192	$ 985	81	78
Sunflower	30	..	..	30	16	14	..	30	60	7	23	30	19	11	30	1112	3155	4267	2183	756	2939	57	82½
Tallahatchie	44	3	1	48	1	13	22	36	84	16	32	48	28	8	36	3063	4808	7871	3061	739	3800	87	88
Tate..	53	11	2	66	11	17	33	61	127	16	50	66	32	29	61	3274	7975	11,249	4040	2687	6727	89	100
Tippah	55	18	1	74	1	3	17	21	95	45	29	74	13	8	21	6839	3795	10,634	942	550	1492	70	103
Tishomingo	39	26	1	66	1	2	5	8	74	44	22	66	4	4	8	5116	1675	6791	571	222	793	59	79
Tunica	18	..	..	18	10	20	17	47	65	3	15	18	22	25	47	375	5475	5850	2622	2485	5107	49	115
Union	47	25	1	73	2	7	15	24	97	46	27	73	17	7	24	7239	2976	10,215	1901	641	2542	67	100
Warren.........	56	6	..	62	12	29	40	81	143	7	55	62	41	40	81	2240	14.706	16,946	5423	6727	12,150	71	180
Washington	33	1	..	34	17	23	67	107	141	3	31	34	51	56	107	2085	11,300	13,385	9660	7617	17,277	95	130
Wayne..........	22	31	7	60	4	10	10	24	84	22	38	60	18	6	24	2089	3002	5091	1424	327	1751	82	87
Webster...	57	3	..	60	10	16	4	30	90	39	21	60	19	11	30	4840	2300	7140	1465	708	2173	75	89
Wilkinson.......	27	14	..	41	30	30	..	60	101	9	32	41	47	13	60	2073	4226	6299	5094	1026	6120	90	78
Winston	47	18	2	67	4	18	13	35	102	30	37	67	26	9	35	3192	3024	6216	1798	542	2340	96	79½
Yalobusha......	53	7	..	60	6	16	16	38	98	18	42	60	28	10	38	4898	6520	11,418	2527	919	3446	82	95½
Yazoo	76	2	..	78	39	53	4	96	174	14	64	78	39	57	96	3507	13,079	16,586	6191	7381	13,572	147	100

TABLE IV.

COUNTIES.	AVERAGE SALARIES PAID PER MONTH TO TEACHERS.													
	In Country Schools.							In Country and City Combined.						
	White.			Colored			Average Both Races.	Average Both Races.	White.			Colored.		
	Male.	Female.	Both.	Male.	Female.	Both.			Male.	Female.	Both.	Male.	Female.	Both.
Adams	$55 00	$34 60	$39 30	$28 75	$23 50	$24 60	$28 35	$34 50	$74 60	$38 65	$43 55	$33 90	$28 40	$29 35
Alcorn	29 12	23 41	26 22	20 24	16 15	17 66	21 12	26 71	34 23	25 32	30 97	23 65	16 38	19 62
Amite	29 69	23 14	26 52	20 44	18 99	19 91	23 44	24 35	32 65	23 95	28 19	20 32	19 28	19 92
Attala	30 13	29 85	29 96	20 05	15 77	18 15	25 62	26 53	30 62	31 05	30 88	21 02	16 14	15 27
Benton	29 23	26 04	27 63	19 90	15 93	17 91	22 77	22 77	29 23	26 04	27 63	19 90	15 93	17 91
Bolivar	55 00	51 00	52 00	30 00	25 00	28 00	34 00	34 00	55 00	51 00	52 00	30 00	25 00	28 00
Calhoun	27 34	22 03	24 68	19 38	13 93	16 65	20 66	20 66	27 34	22 02	24 68	19 38	13 93	16 65
Carroll	29 76	25 41	27 78	21 01	17 04	20 76	24 47	24 47	29 76	25 41	27 78	21 01	17 04	20 76
Chickasaw	38 40	28 36	30 76	19 52	15 30	17 45	25 41	26 14	42 75	28 70	31 99	19 76	15 25	17 46
Choctaw	23 65	20 77	22 44	19 99	15 08	18 86	21 40	21 40	23 65	20 77	22 44	19 99	15 08	18 86
Claiborne	44 00	34 96	35 56	22 96	18 54	19 90	26 88	28 84	59 31	35 70	37 64	25 83	19 68	21 46
Clarke	32 90	26 13	28 66	19 65	19 35	19 52	24 65	26 37	35 67	27 00	30 11	20 51	19 35	20 03
Clay	41 50	31 43	35 46	25 74	21 71	23 73	28 53	29 26	43 81	32 86	36 90	25 70	21 36	23 53
Coahoma	48 00	41 75	42 23	23 39	20 28	22 26	30 10	30 96	48 00	42 76	43 14	24 42	20 27	22 83

Copiah	$32 50	$38 25	$35 20	$19 25	$17 01	$19 01	$23 72	$27 01	$69 00	$38 57	$43 75	$20 15	$17 17	$19 03
Covington	24 82	22 25	23 81	18 48	13 12	17 49	21 36	21 36	24 82	22 25	23 81	18 48	13 12	17 49
DeSoto	46 43	36 93	41 68	28 78	19 30	24 04	32 86	32 86	46 43	36 93	41 68	28 78	19 30	24 04
Franklin	35 19	30 10	32 42	27 18	20 85	23 61	29 49	29 49	35 19	30 10	32 42	27 18	20 85	23 61
Greene	28 17	27 91	28 00	22 16	22 50	22 33	25 16	25 16	28 17	27 91	28 00	22 16	22 50	22 33
Grenada	34 53	31 20	32 86	26 02	17 68	21 85	27 35	37 78	67 26	34 74	50 00	33 01	18 13	25 57
Hancock	30 72	18 47	25 27	25 00	19 16	20 62	24 43	32 20	38 79	25 79	32 76	25 00	31 25	30 11
Harrison	26 42	25 10	25 30	21 06	18 10	26 73	25 82	29 73	47 30	28 62	35 25	34 20	26 50	28 75
Hinds	51 98	35 89	37 72	27 44	23 02	25 51	31 09	33 32	65 07	36 86	40 66	28 27	23 88	27 12
Holmes	46 35	37 50	39 68	30 05	22 60	28 90	33 86	34 09	46 70	37 29	39 72	30 00	22 50	28 71
Issaquena	35 00	39 44	37 22	29 03	27 04	28 03	32 62	32 62	35 00	39 44	37 22	29 03	27 04	28 03
Itawamba	28 27	23 26	25 76	19 60	15 00	17 30	21 53	21 53	28 27	23 26	25 76	19 60	15 00	17 30
Jackson	40 80	33 20	35 80	50 00	20 60	31 20	34 80	34 80	40 80	33 20	35 80	50 00	20 60	31 20
Jasper	28 45	24 27	26 36	16 42	14 37	15 40	20 88	20 88	28 45	24 27	26 36	16 42	14 37	15 40
Jefferson	45 93	40 50	41 59	25 24	20 51	22 72	31 95	31 95	45 93	40 50	41 59	25 24	20 51	22 72
Jones	22 72	19 10	21 64	24 69	21 12	22 14	21 75	23 40	24 99	21 08	23 72	23 45	20 25	21 58
Kemper	27 20	26 50	27 05	21 75	16 50	19 05	23 35	23 35	27 20	26 50	27 05	21 75	16 50	19 05
Lafayette	33 83	30 62	31 78	19 30	14 16	17 78	25 54	31 81	41 32	36 83	40 88	21 75	15 64	18 05
Lauderdale	46 47	34 19	40 33	27 92	19 18	23 48	31 90	32 03	46 47	40 42	43 44	30 33	20 19	25 26
Lawrence	32 76	26 30	29 53	16 61	11 46	14 03	21 78	21 78	32 76	26 30	29 53	16 61	11 46	14 03
Leake	27 05	27 54	27 30	17 81	14 38	16 10	21 70	21 70	27 05	27 54	27 30	17 81	14 38	16 10
Lee	38 43	29 08	32 96	20 53	16 98	19 90	29 48	30 45	40 72	29 78	34 06	21 54	16 65	20 63
Leflore	42 50	39 12	39 76	22 03	16 15	19 00	23 53	25 35	51 00	41 05	45 05	22 75	18 75	19 25
Lincoln	32 16	28 50	29 82	22 65	18 62	20 64	27 25	31 06	32 16	34 34	33 71	25 05	22 47	24 55
Lowndes	42 86	31 60	33 39	21 99	17 41	19 55	30 87	34 98	59 74	37 10	40 86	23 93	18 59	20 89
Madison	51 70	37 16	38 77	26 70	24 12	25 35	31 50	33 78	62 35	37 49	42 27	28 00	24 18	25 38
Marion	26 83	22 63	24 73	23 13	14 63	18 88	21 81	21 81	26 83	22 63	24 73	23 13	14 63	18 88
Marshall	39 58	32 95	33 77	17 86	16 75	17 33	26 45	27 46	47 56	33 15	35 17	18 76	17 06	17 95

TABLE IV.—CONTINUED.

COUNTIES.	AVERAGE SALARIES PAID PER MONTH TO TEACHERS.													
	In Country Schools.						Average of Both Races.	Average of Both Races.	In Country and City Combined.					
	White.			Colored.					White.			Colored.		
	Male.	Female.	Both.	Male.	Female.	Both.			Male.	Female.	Total.	Male.	Female.	Total.
Monroe	$38 32	$30 40	$33 32	$15 73	$13 13	$14 51	$23 54	$24 60	$40 80	$31 33	$34 52	$16 16	$13 52	$14 88
Montgomery	24 72	18 73	21 72	23 70	15 82	19 76	20 70	22 22	29 75	20 40	23 55	23 70	15 92	20 01
Neshoba	23 25	23 24	23 21	19 17	......	19 17	22 76	22 76	23 25	23 24	23 21	19 17	......	19 17
Newton	31 30	23 30	28 80	15 46	15 06	15 29	24 98	26 60	34 50	24 58	31 50	18 52	15 06	16 38
Noxubee	43 00	40 14	40 67	25 53	17 51	22 15	29 20	30 44	50 73	40 12	42 28	25 72	18 74	22 65
Oktibbeha	37 20	31 80	33 11	21 11	15 81	19 62	27 18	28 20	40 11	32 26	34 16	21 36	17 83	19 98
Panola	45 69	29 83	33 00	20 76	17 03	19 27	26 39	27 47	48 91	30 92	34 60	21 14	17 44	19 61
Pearl River	26 30	24 12	25 18	17 45	25 50	19 06	24 33	26 18	30 05	34 37	27 23	17 45	25 25	20 05
Perry	18 00	15 00	16 37	14 00	10 25	13 25	15 45	17 25	22 91	16 40	17 80	12 05	15 50	12 80
Pike	30 72	25 46	27 12	27 32	19 08	23 40	25 46	27 60	36 11	27 45	30 07	28 35	19 03	23 96
Pontotoc	29 64	24 93	27 48	18 01	17 52	18 28	25 13	26 33	31 01	25 20	29 70	18 92	17 56	18 26
Prentiss	31 16	21 34	26 25	23 32	15 18	20 60	25 76	26 57	32 24	21 80	27 25	23 56	15 18	21 04
Quitman	40 00	38 55	39 25	26 00	17 50	21 75	30 50	30 50	40 00	38 55	39 25	26 00	17 50	21 75
Rankin	25 95	25 81	25 88	20 93	16 12	18 52	22 20	22 20	25 95	25 81	25 88	20 93	16 12	18 52

Scott	$23 63	$22 49	$23 05	$16 88	$11 55	$16 50	$18 75	$18 75	$23 63	$22 49	$23 05	$16 88	$11 55	$16 50
Sharkey	41 66	40 26	40 50	27 93	24 74	26 64	31 45	31 45	41 66	40 26	40 50	27 93	24 74	26 64
Simpson	23 16	21 35	22 14	21 85	17 80	20 90	19 80	19 80	23 16	21 35	22 14	21 85	17 80	20 90
Smith	27 12	25 96	26 54	16 87	14 75	15 81	21 17	21 17	27 12	25 96	26 54	16 87	14 75	15 81
Sunflower	43 40	34 80	39 10	30 20	22 00	26 10	32 60	32 60	43 40	34 80	39 10	30 20	22 00	26 10
Tallahatchie	34 47	29 16	30 91	20 12	14 49	19 40	26 04	26 57	37 62	29 19	32 31	20 37	14 49	19 62
Tate	41 92	33 46	35 51	27 51	19 09	23 23	29 61	29 61	41 92	33 46	35 51	27 51	19 09	23 23
Tippah	27 12	26 09	26 60	17 50	17 24	17 37	21 98	21 98	27 12	26 09	26 60	17 50	17 24	17 37
Tishomingo	27 19	22 08	25 52	15 55	13 87	14 59	24 28	25 83	28 95	22 08	26 85	23 35	13 87	19 12
Tunica	50 00	32 50	34 22	28 28	24 61	26 26	28 45	28 45	50 00	32 50	34 22	28 28	24 61	26 26
Union	31 60	25 68	29 45	21 91	17 84	21 03	27 43	27 90	32 50	26 10	30 15	21 90	19 03	21 05
Warren	35 85	37 30	36 60	33 90	30 92	32 83	37 85	37 20	54 30	42 30	43 63	34 95	29 55	32 25
Washington	62 50	44 10	44 80	26 50	21 50	24 00	31 20	40 95	85 00	55 07	53 10	26 50	28 00	27 25
Wayne	23 74	19 75	21 74	19 60	11 13	15 37	19 80	19 80	23 74	19 75	21 74	19 60	11 13	15 37
Webster	24 18	18 11	22 12	17 77	15 49	16 82	20 82	21 38	25 87	20 34	22 75	19 67	15 19	18 20
Wilkinson	36 01	32 82	34 41	29 13	21 37	25 25	29 83	31 88	43 51	33 13	38 32	29 74	21 14	25 44
Winston	26 60	20 43	23 51	16 33	15 04	15 68	19 60	19 60	26 60	20 43	23 51	16 33	15 04	15 68
Yalobusha	40 46	23 25	31 86	18 28	16 58	17 43	24 64	36 65	74 10	30 11	52 11	25 36	17 04	21 20
Yazoo	43 57	37 96	39 04	29 29	25 16	26 89	32 23	33 55	47 39	38 92	40 44	30 88	25 54	27 72

(*a*) This does not include one spring examination and the specials held. The figures are taken from return report cards of examinations.

TABLE V.

COUNTIES.	No. Schools Taught.				No. Districts Established for 1895-6.								SCHOOL PROPERTY STATISTICS.										No. Teachers Examined.			No. Teachers Licensed.		
					White.				Colored.						Kind of Houses.			Houses Owned by		Houses Built in 1894.								
	White.	Colored.	Total.	No. Line Schools.	Regular.	Special.	Line.	Total.	Regular.	Special.	Line.	Total.	Value of Houses and Lots.	Value of Furniture.	Log.	Frame.	Brick.	Co. or City	Otherwise.	Log.	Frame.	Brick.	In Fall, 1894.	In Spring, 1895.	Total.	White.	Colored.	Total.
Adams	14	36	50	2	14	1	2	17	37	..	..	37	$ 33,260	$ 1660	1	45	5	27	24	..	2	..	45	104	149	20	66	86
Alcorn	45	21	66	4	37	5	4	46	19	2	..	21	20,095	1330	19	46	2	37	30	1	2	1	132	27	159	64	25	89
Amite	48	43	91	6	48	..	8	56	44	..	3	47	15,510	2600	24	69	1	50	44	3	2	..	67	102	169	85	57	142
Attala	89	54	143	7	76	12	6	94	54	..	2	56	24,642	6550	18	125	1	2	142	..	3	..	133	149	282	135	98	233
Benton	42	23	65	3	36	7	3	46	24	..	..	24	4500	400	5	27	..	20	50	..	..	..	91	38	129	82	34	116
Bolivar	44	67	111	1	50	..	1	51	69	..	..	69	44,780	2997	1	112	1	4	100	..	2	..	151	34	185	50	100	150
Calhoun	67	28	95	10	48	9	10	67	29	..	..	29	11,000	850	24	59	..	...	83	..	..	.	144	72	216	75	38	113
Carroll	64	56	120	7	58	2	6	66	53	1	3	57	4000	700	30	48	1	35	43	78	1	..	98	77	175	76	81	157
Chickasaw	47	37	84	5	42	7	7	56	36	2	1	39	35,390	987	20	63	2	65	20	1	4	..	134	98	232	102	67	169
Choctaw	52	23	75	8	41	7	4	52	17	2	4	23	9043	2220	8	62	..	64	6	..	..	..	66	60	126	79	36	115
Claiborne	29	33	62	3	28	..	3	31	33	..	..	33	11,440	2424	2	60	..	38	24	..	1	..	165	110	275	48	69	117
Clarke	55	31	86	4	56	..	4	60	30	..	1	31	12,910	600	6	54	1	55	26	2	8	..	96	52	148	64	31	95
Clay	39	41	80	1	34	5	1	40	41	..	..	41	26,775	3445	..	79	1	80	...	..	..	..	86	118	204	67	98	165
Coahoma	26	39	65	1	26	..	1	27	51	..	..	51	16,275	1815	..	67	..	55	12	..	..	..	81	50	131	30	35	65
Copiah	84	70	154	3	81	3	2	86	68	..	1	69	50,980	4200	13	125	2	127	14	..	2	..	134	182	316	107	91	198

Covington	49	19	68	7	42	6	7	55	17	..	1	18	$ 11,475	$ 1790	19	50	.	...	69	..	2	..	30	62	92	51	26	77
DeSoto	41	44	85	2	41	2	2	45	44	1	1	46	14,672	1687	6	77	2	83	2		3	1	173	18	191	58	58	116
Franklin	35	18	53	5	36	1	3	40	19	1	1	21	6805	820	15	39	..	35	19	..	..	..	24	47	71	33	24	57
Greene	32	7	39	2	37	1	...	38	8	..	..	8	3710	413	15	17	..	1	38	1	3	..	14	13	27	20	4	24
Grenada	33	40	73	4	31	2	..	33	40	..	..	40	23,720	2306	6	59	1	73	...	..	2	..	112	70	182	34	48	82
Hancock	36	8	44	3	38	3	4	45	7	..	..	7	6300	750	14	33	..	5	42	..	2	..	11	36	47	24	10	34
Harrison	41	11	52	3	49	..	3	52	9	..	..	9	21,046	2717	15	37	..	32	20	..	..	..	58	54	112	47	7	54
Hinds	66	80	146	6	63	1	4	68	77	..	2	79	83,000	11,050	30	114	2	133	13	..	..	1	290	184	474	138	217	355
Holmes	51	72	123	3	47	..	3	50	71	1	..	72	32,800	5350	5	115	2	87	33	..	12	..	101	91	192	44	46	90
Issaquena	11	20	31	..	11	..	..	20	..	..	20	20	500	......	..	4	..	5	26	..	..	.	85	16	101	17	40	57
Itawamba	63	10	73	3	54	6	3	63	10	..	..	10	9860	961	22	51	..	60	13	..	2	..	67	76	143	90	12	102
Jackson	43	9	52	2	44	..	2	46	11	..	..	11	5895	644	22	18	..	...	31	..	2	..	40	19	59	28	8	36
Jasper	48	38	86	9	38	9	2	49	37	1	1	39	21,260	3250	12	76	..	68	20	2	4	..	68	75	143	50	40	90
Jefferson	41	37	78	4	35	3	5	43	37	..	..	37	10,080	852	12	62	2	35	41	1	6	..	117	81	198	31	83	114
Jones	53	11	64	9	53	8	11	72	10	..	..	10	19,557	2025	23	48	1	34	37	1	7	..	49	54	103	65	18	83
Kemper	62	45	107	6	58	1	5	64	44	1	..	45	5000	500	10	40	..	50	57	..	8	..	44	180	224	50	30	80
Lafayette	76	46	122	4	68	8	2	78	41	5	2	48	53,175	3314	42	82	2	120	5	..	3	..	143	64	207	145	58	203
Lauderdale	62	40	102	2	64	2	1	67	41	..	1	42	96,000	13,000	2	100	5	85	23	..	2	.	197	259	456	154	123	277
Lawrence	51	31	82	4	42	3	5	50	26	..	1	27	12,775	2825	10	70	..	1	69	..	5	..	90	70	160	56	24	80
Leake	55	29	84	1	49	6	9	64	31	..	..	31	7500	1250	12	73	..	...	85	2	2	..	83	79	162	97	46	143
Lee	56	30	86	9	44	7	9	60	30	..	..	30	27,785	3375	16	73	1	4	86	1	5	..	190	52	242	92	30	122
Leflore	21	72	93	..	20	..	..	20	71	..	..	71	17,500	5295	3	70	..	12	61	..	..	.	120	a.57	177	18	84	102
Lincoln	59	26	85	9	58	..	6	64	32	..	3	35	24,340	2672	..	85	1	1	89	..	2	..	68	62	130	35	20	55
Lowndes	38	49	87	..	16	8	..	24	38	1	..	39	40,000	4000	9	77	1	46	41	..	..	..	137	152	289	64	113	177
Madison	46	66	112	4	30	2	4	36	36	1	..	37	24,900	1605	1	110	1	108	4	..	1	..	200	72	272	66	76	142
Marion	54	15	69	3	56	..	1	57	18	..	..	18	12,613	1675	7	68	..	...	75	1	3	.	41	114	155	58	11	69
Marshall	70	64	134	4	61	9	3	73	61	3	1	65	26,500	2400	31	104	3	80	58	3	4	..	211	97	308	70	73	143
Monroe	73	55	128	1	67	11	1	79	67	..	..	67	52,400	4730	7	67	1	64	11	1	7	..	353	34	387	98	92	190

TABLE V.—CONTINUED.

COUNTIES.	No Schools Taught.				No. Districts Established for 1895-6.								School Property Statistics.										No. Teachers Examined.			No. Teachers Licensed.		
					White.				Colored.						Kind of Houses.			Houses Owned by.		Houses Built in 1894-5.								
	White.	Colored.	Total.	No. Line Schools.	Regular.	Special.	Line.	Total.	Regular.	Special.	Line.	Total.	Value of Houses and Lots.	Value of Furniture.	Log.	Frame.	Brick	Co. or City	Otherwise	Log.	Frame.	Brick.	In Fall 1894.	In Spring 1895.	Total.	White.	Colored.	Total.
Montgomery	49	37	86	10	39	..	11	50	37	..	..	37	$ 8000	$ 1800	5	61	1	66	20	..	5	..	98	51	149	59	64	123
Neshoba	65	10	75	2	60	3	3	66	10	..	1	11	6000	1500	25	52	..	...	77	..	2	..	36	108	144	64	8	72
Newton	58	33	91	4	54	3	4	61	32	..	.	32	6000	500	20	68	..	11	77	1	3	..	113	99	212	97	23	120
Noxubee	45	59	104	3	45	1	2	48	59	1	..	60	30,340	2879	26	76	1	26	77	..	3	..	166	113	279	60	98	158
Oktibbeha	40	27	67	6	36	..	5	41	25	..	1	26	4000	150	5	63	..	5	63	..	1	..	108	79	187	65	50	115
Panola	58	63	121	4	48	6	4	58	59	2	2	63	9290	1175	30	90	1	13	108	.	2	..	241	46	287	79	72	151
Pearl River	32	6	38	5	30	..	5	35	7	..	..	7	9240	535	14	18	..	24	10	2	..	..	10	35	45	41	4	45
Perry	60	12	72	8	35	18	7	60	12	6	1	19	6725	800	44	38	..	6	76	2	6	..	37	35	72	59	13	72
Pike	48	47	95	5	44	4	5	53	39	4	..	43	19,752	1550	16	83	..	81	18	1	5	..	100	140	240	96	39	135
Pontotoc	51	21	72	9	46	6	12	64	20	..	2	22	17,000	1615	23	42	2	3	65	..	2	..	131	89	220	83	29	112
Prentiss	55	12	67	10	48	7	12	67	11	..	2	13	19,340	1821	7	56	..	53	10	..	8	..	71	127	198	104	12	116
Quitman	12	9	21	2	15	..	2	17	13	..	..	13	400	......	..	3	..	3	...	..	2	..	..	20	20	9	8	17
Rankin	62	51	113	9	61	1	5	67	51	..	4	55	15,635	3620	16	85	11	98	14	..	4	..	87	98	185	97	64	161
Scott	61	31	92	11	44	5	12	61	29	..	1	30	6464	909	26	43	..	33	57	1	4	..	58	98	156	82	27	109
Sharkey	16	25	41	..	17	..	..	17	25	..	..	25	3050	1520	..	20	..	20	21	..	1	..	75	34	109	11	50	61

Simpson	58	26	84	19	44	..	13	57	21	..	6	27	$ 7455	$ 995	22	52	..	69	5	1	3	..	77	112	189	67	28	95
Smith	63	15	78	13	40	25	11	76	5	11	3	19	3750	125	24	38	..	30	50	..	2	.	35	63	98	65	18	83
Sunflower	30	26	56	1	30	..	1	31	27	..	..	27	5600	1360	3	47	..	47	..	..	..	..	15	7	22	12	10	22
Tallahatchie	44	43	87	2	46	1	..	47	46	1	..	47	10,500	1700	10	71	..	..	81	1	..	..	87	55	142	46	30	76
Tate	44	41	85	4	39	7	4	50	40	2	1	43	13,000	2000	27	61	1	78	11	2	4	..	153	19	172	75	55	130
Tippah	54	16	70	1	46	8	..	54	15	1	..	16	5970	1470	15	55	..	50	20	..	1	..	50	126	176	134	13	147
Tishomingo	50	8	58	2	49	..	..	49	7	..	..	7	7125	605	8	52	..	54	6	..	3	..	32	66	98	68	4	72
Tunica	18	31	49	..	14	..	..	14	29	..	..	29	8535	1105	2	47	..	26	23	..	3	..	49	51	100	15	30	45
Union	51	23	74	9	36	7	8	51	20	1	2	23	8265	760	8	66	..	40	34	..	..	..	108	61	169	111	43	154
Warren	37	63	100	..	34	..	..	34	62	..	..	62	125,500	11 000	..	98	3	16	46	..	..	..	126	63	189	23	37	60
Washington	22	75	97	..	26	..	..	26	76	..	..	76	29,700	3075	..	27	2	29	70	..	2	..	180	81	261	24	85	109
Wayne	60	20	80	6	50	6	5	61	24	..	1	25	8975	775	22	64	..	58	28	1	2	..	77	56	133	51	15	66
Webster	47	27	74	12	42	6	10	58	26	..	2	28	9184	1083	24	51	..	1	74	..	1	..	60	46	106	60	30	90
Wilkinson	37	53	90	2	35	1	2	38	51	1	1	53	3215	383	..	20	..	22	68	..	1	..	35	75	110	30	40	70
Winston	66	32	98	6	62	..	4	66	31	..	2	33	5821	1137	50	45	..	92	3	..	10	..	47	80	127	49	17	66
Yalobusha	45	33	78	3	78	1	..	79	75	1	..	76	16,515	2575	4	58	..	62	12	..	2	..	91	29	120	68	41	109
Yazoo	62	84	146	2	56	5	2	63	81	3	..	84	69,170	6015	4	141	2	61	86	.	3	..	299	62	361	87	129	216

TABLE VI.

COUNTIES.	No. Attending Co. Institutes.			Amount Collected for Institute Fund.			Private Schools.						Number of Pupils Studying Each Branch.												
							No. of Schools			No. Pupils Enrolled.															
	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Both.	White.	Colored.	Both Races.	Spelling.	Reading.	Geography.	Arithmetic.	Ment. Arithmetic.	Grammar.	Composition.	U. S. History.	Physiology.	Nat. Philosophy.	History of Miss.	Civil Government.
Adams ...	25	50	75	$ 19 00	$ 64 50	$ 83 50	7	3	10	491	238	729	4192	4820	1678	2301	1465	856	1086	536	476	119	212	212
Alcorn.....	25	14	39	59 00	28 00	87 00	3	..	3	150	....	150	2915	2906	1046	1721	1002	955	144	655	142	46	68	69
Amite.....	33	14	47	73 00	42 50	115 50	14	2	16	576	73	649	4891	4522	1785	2945	608	1304	498	1068	189	43	159	92
Attala.....	57	29	86	134 50	71 50	206 00	1	1	2	71	30	101	5911	4710	2281	3693	672	1828	662	1387	630	125	213	125
Benton.....	10	16	26	42 50	31 00	73 50	5	..	5	200	....	200	2383	1895	829	1410	413	680	270	602	172	97	72	45
Bolivar.....	19	28	47	17 00	75 00	92 00	5	.	5	50	....	50	4251	4651	1727	2275	887	973	628	546	303	109	93	90
Calhoun...	43	19	62	60 50	47 50	108 00	2	..	2	200	....	200	3884	3684	1209	2278	612	888	743	361	162	134	165	103
Carroll.....	40	40	80	40 00	50 00	90 00	5	1	6	240	38	278	4693	4725	1936	3507	712	1664	622	1079	472	208	137	90
Chickasaw*	42	52	94	44 80	38 40	83 20	3	..	3	450	....	450	2920	3009	1554	2810	880	1569	474	877	287	202	178	163
Choctaw...	17	17	34	44 50	22 00	66 50	2	..	2	140	....	140	2753	2443	1147	1797	254	755	242	764	273	98	53	51
Claiborne..	18	42	60	49 50	91 50	141 00	2	1	3	135	305	440	3663	4326	1299	3063	1517	1257	1143	995	76	49	245	57
Clarke	44	31	75	51 50	28 00	79 50	8	1	9	323	22	345	3728	4196	1733	2777	1401	903	512	943	210	81	101	79
Clay.......	32	150	182	52 00	68 50	120 50	8	1	9	255	25	280	3744	4067	1872	3028	1522	1983	1167	1506	900	554	269	245
Coahoma...	10	19	29	41 50	65 50	107 00	6	2	8	160	60	220	2275	2634	1004	1816	627	685	561	405	228	49	78	8
Copiah.....	55	14	69	96 00	100 00	196 00	2	..	2	25	....	25	6943	7879	3505	5710	1207	2591	818	1704	704	233	467	233

Covington	30	12	42	$ 39 00	$ 21 00	$ 60 00	10	3	13	250	148	398	2413	2118	1223	1464	309	604	215	310	45	46	43	20
DeSoto....	25	33	58	41 00	57 00	98 00	..	..	..	....	...	....	3556	4235	1647	1984	1727	1471	788	955	268	121	112	112
Franklin,..	12	...	12	17 00	18 00	35 00	5	..	5	80	...	80	2414	2282	1129	1013	962	537	453	466	91	31	65	33
Greene	10	...	10	15 00	3 00	18 00	3	..	3	71	....	71	1232	1048	993	729	394	370	209	395	115	19	7	7
Grenada...	12	13	25	48 00	46 00	94 00	1	..	1	127	...	127	2812	2795	1445	2189	322	863	433	524	371	83	72	44
Hancock ..	17	..	17	17 00	8 00	25 00	3	2	5	90	70	160	1255	1143	321	834	344	260	166	169	41	24	14	7
Harrison...	18	..	18	68 00	8 00	76 00	8	6	14	245	115	360	1924	1957	652	1730	622	485	351	467	84	12	21	33
Hinds. ..	76	75	151	68 00	169 00	237 00	4	3	7	532	372	904	6967	8872	4015	6494	2808	2963	1668	1997	605	218	382	197
Holmes....	23	44	67	38 50	65 00	103 50	.	..	..	....	...	....	6904	6678	3330	4740	2110	2936	2936	2070	658	390	478	237
Issaquena..	..	19	19	16 00	48 50	64 50	..	..	..	....	....	....	1387	1712	394	795	593	239	158	141	28	....	...	....
Itawamba..	53	...	53	87 00	13 00	100 00	2	..	2	190	...	190	4262	4182	807	1270	887	1262	409	557	217	197	114	142
Jackson....	19	...	19	24 50	9 00	33 50	8	1	9	175	35	210	1965	2126	915	1446	365	493	439	439	96	15	2	5
Jasper	11	13	24	47 50	24 00	71 50	15	3	18	825	312	1137	3612	3007	1466	2106	525	1009	362	823	420	193	142	88
Jefferson...	17	28	45	30 50	81 00	111 50	2	1	3	115	26	141	2868	3209	1219	2102	1349	998	775	536	144	57	163	89
Jones......	45	4	49	41 00	14 00	55 00	2	..	2	69	...	69	3247	3020	1099	1673	447	680	285	628	147	114	38	74
Kemper ..	19	24	43	40 00	72 00	112 00	20	11	31	300	165	465	4118	3430	1844	3074	646	866	576	1106	414	134	268	132
Lafayette..	..	31	31	72 50	25 00	97 50	12	..	12	566	...	566	4963	4697	2669	4058	1356	2382	695	1773	476	341	298	243
Laude'dale	..	40	40	98 50	132 50	231 00	6	3	9	455	520	975	7887	6801	3414	5102	1736	3020	3618	2196	1630	2106	1178	839
Lawrence..	24	13	37	47 00	33 00	80 00	22	6	28	712	182	894	4077	3742	1985	2343	909	1060	482	1065	403	182	245	240
Leake.....	21	13	34	57 00	27 50	84 50	4	..	4	200	....	200	3988	3150	1755	2348	413	906	189	918	424	61	80	95
Lee	57	22	79	78 00	43 00	121 00	4	..	4	294	...	294	4435	3949	1887	3216	1061	1596	845	1267	469	262	347	250
Leflore....	12	43	55	40 00	23 50	63 50	..	..	..	....	...	....	3508	3546	1145	1697	508	746	494	597	169	27	108	29
Lincoln ...	..	12	12	44 00	24 00	68 00	10	..	10	225	...	225	4455	4229	2014	2909	1072	1334	861	792	357	133	146	127
Lowndes...	35	46	81	59 50	85 00	144 50	..	..	..	....	...	....	4490	5029	1923	3502	847	1403	855	1042	407	62	139	78
Madison ..	29	53	82	46 00	90 00	136 00	2	..	2	132	...	132	4405	5162	2445	3366	1400	1616	536	1170	415	195	208	135
Marion	38	18	56	60 50	17 00	77 50	3	..	3	457	...	457	2809	2641	1136	1573	943	984	984	1155	212	74	52	60
Marshall...	53	60	113	141 00	167 00	308 00	5	1	6	286	230	516	4782	4874	2269	3646	1340	1481	763	1316	495	260	292	265

TABLE VI—CONTINUED.

COUNTIES.	No. Attending Co. Institutes.			Amount Collected for Institutes, from			Private Schools. No. of Schools			Private Schools. No. Pupils Enrolled.			Number of Pupils Studying Each Branch.												
	White.	Colored.	Total.	White.	Colored.	Total.	Both.	Colored.	White.	White.	Colored.	Both Races.	Spelling.	Reading.	Geography.	Arithmetic.	Ment. Arithmetic.	Grammar.	Composition.	U. S. History.	Physiology.	Natural Philosophy.	History of Miss.	Civil Government.
Monroe....	..	122	122	$ 76 00	$119 00	$195 00	3	..	3	94		94	5748	6322	3085	4854	1711	2269	1368	1865	430	74	202	132
Montgom'y	15	10	25	34 50	46 50	81 00	33	9	42	420	250	670	3841	3372	1580	2851	579	1389	336	828	435	296	345	151
Neshoba ..	63	...	63	60 00	12 00	72 00	7	..	7	280	....	280	4280	4165	1626	1742	168	856	795	728	268	256	109	106
Newton....	44	23	67	75 50	40 50	116 00	5	..	5	178	....	178	4290	3545	1295	2434	364	1071	334	864	369	90	144	78
Noxubee ..	34	46	80	44 00	101 50	145 50	2	..	2	110	....	110	4087	4432	2240	3490	1197	1722	1255	2216	342	68	156	108
Oktibbeha .	42	35	77	42 50	51 00	93 50	2		2	50	....	50	3298	3280	1373	2194	881	852	624	767	503	66	182	153
Panola.....	57	65	122	76 00	92 00	168 00	8	..	8	250	....	250	6026	6299	3072	4715	2442	2506	1097	1780	814	196	236	325
Pearl River	13	...	13	20 50	2 00	22 50	..	..	..	....	....	....	1173	1071	422	811	175	189	84	278	64	14	66	10
Perry......	18	...	18	31 50	6 50	38 00	15	5	20	225	75	300	1275	1058	995	1108	378	368	275	400	150	149	123	30
Pike.......	44	12	56	63 00	61 50	124 50	5	..	5	200	....	200	5220	5624	3406	4116	819	1837	588	1642	535	204	260	181
Pontotoc ..	73	10	83	77 00	35 00	112 00	7	..	7	629	..	629	3603	3726	1590	2667	1523	1417	605	1076	231	83	184	91
Prentiss . ..	43	..	43	77 50	12 50	90 00	7	..	7	530	....	530	3259	2610	985	1826	1163	796	204	735	255	110	53	40
Quitman....	..	..	...	4 50	5 50	10 00	..	..	..	....	....	....	506	443	157	214	74	103	15	93	8	7	20	6
Rankin....	30	24	54	61 50	44 00	105 50	8	..	8	240	....	240	4770	4507	1753	3012	512	1200	496	838	309	97	133	89
Scott......	22	7	29	67 00	27 00	94 00	6	..	6	340	....	340	3257	3044	1272	2194	526	915	294	686	216	94	137	71

Sharkey.. .	..	23	23	$ 16 00	41 50	57 50	4	..	4	8	....	8	1628	1672	934	1297	532	460	349	292	276	9	192	37
Simpson...	20	8	28	86 50	29 50	116 00	3	..	3	168	..	168	3199	2730	948	1748	162	624	134	455	91	53	64	51
Smith... ..	24	...	24	33 00	12 00	45 00	9	..	9	400	....	400	2743	2834	978	1062	432	811	122	647	198	72	86	81
Sunflower..	11	15	26	12 50	8 00	20 50	..	..	..	...	..	....	2097	2038	740	1374	506	357	305	410	145	15	253	253
T' llah'chie	20	23	43	43 50	27 50	71 00	5	..	5	30	....	30	3394	3027	1100	2116	492	971	504	790	365	67	133	64
Tate.......	48	51	99	44 50	46 00	90 50	4	1	5	73	16	89	4337	4808	1822	4048	1144	1635	521	1218	576	171	224	135
Tippah ...	39	...	39	75 50	18 00	93 50	5	..	5	550	....	550	3262	2587	1008	1952	596	1050	249	803	227	139	85	80
Tish'mingo	32	...	32	46 50	2 50	49 00	3	..	3	250	....	250	2294	1790	493	1024	299	371	86	349	145	18	49	46
Tunica......	..	23	23	14 50	35 50	50 00	..	..	..	.....	.....	....	1578	1753	533	1045	438	407	157	196	71	6	27	43
Union	23	9	32	66 00	24 50	90 50	7	1	8	335	30	365	3768	3155	1119	1317	499	1072	343	962	208	108	135	61
Warren ...	34	81	115	30 50	64 00	94 50	4	1	5	460	150	610	5571	6860	3381	4534	850	2165	569	1367	245	141	729	196
Washing'n	..	130	130	19 50	110 00	129 50	4	2	6	150	80	230	4128	5910	1972	3270	1028	1355	715	761	329	78	114	93
Wayne.....	35	23	58	41 50	34 50	76 00	3	2	5	245	95	340	2590	2460	618	997	216	395	240	431	38	29	10	8
Webster...	22	26	48	43 00	22 00	65 00	4	..	4	250	....	250	2852	2935	1158	2188	647	937	354	707	291	119	100	106
Wilkinson.	19	17	36	15 00	40 00	55 00	2	..	2	110	....	110	2952	3420	1287	1742	523	724	185	460	87	36	41	13
Winston...	26	22	48	44 00	22 50	66 50	3	1	4	287	64	351	3119	2609	1233	1597	602	813	297	841	273	151	127	195
Yalobusha.	33	15	48	33 50	31 50	65 00	..	..	..	....	.....	....	3276	3436	1491	2664	1157	1585	786	850	430	105	207	94
Yazoo.. ...	30	78	108	60 50	129 00	189 50	9	5	14	260	293	553	7456	7964	2900	4920	2687	2835	1010	7350	550	95	295	266

(*a*) In a letter dated October 25 Superintendent Wilkinson reports that he collected $105 Institute fund, and that he expended $22.70 for incidental expenses of examinations, which was an unlawful use of the fund. He also states that 28 teachers were examined without paying the Institute fee, which the law requires him to collect.

(*b*) Ex-Superintendent Humphreys reports 82 teachers examined in fall, and says he lost the record of one examination in the spring, and reported none examined in spring. The return postal card reports of the Leflore examination show 120 examined in fall, and 57 in spring, not counting one examination (the 3rd), for which no card was returned, although I wrote calling the superintendent's attention to its absence.

The Institute fund is reported by County Treasurer as $63.50 received.

Not counting the 3rd examination in spring and the specials, there were examined 177 teachers, who should have paid into Institute fund at least $88.50.

TABLE VII.

COUNTIES.	Total Receipts.	Total Disbursem'ts.	Total Balance Forward to 1895-6.	Receipts from State Distribution.	Total from Polls.	Polls Received After May 15.	County Levy.	City Levy.	Total Assessed Valuation of All Property, Personal and Real and Railroad, 1895.	Amount, Paid on Old Warrants.	Unpaid Warrants.
Adams......	$38,987 95	$24,378 48	$14,609 47	$14,882 35	$3154 00	$ 54 00	....	$6763 60	$ 4,710,292	....	....
Alcorn......	29,328 26	26,046 58	3281 68	6347 28	2683 02	....	....	2199 66	1,716,730	....	....
Amite......	17,563 27	16,311 61	1251 66	9417 43	3938 56	85 36	....	2295 83	2,397,576	....	....
Attala......	24,987 53	20,714 62	4272 91	14 721 88	4595 92	36 86	....	1749 03	2,075,073	....	....
Benton......	10,679 00	10,337 55	341 45	6009 82	1775 10	....	....	....	886,789	$ 91 00	$ 151 40
Bolivar......	24,882 97	24,019 13	863 84	19,319 83	1727 30	226 53	....	....	3,931,011	1993 92	....
Calhoun......	15,729 03	14,098 80	1630 23	7345 49	2868 96	....	....	....	886,403	....	....
Carroll......	14,743 19	14,391 20	351 99	10,120 87	3791 73	210 49	....	....	2,214,354	139 18	....
Chickasaw..	20,972 19	18,190 90	2781 29	10,312 23	2603 61	....	....	1452 22	1,687,660	....	....
Choctaw....	8828 04	8329 46	498 58	5300 08	2764 50	13 58	....	....	764,126	....	....
Claiborne..	20,999 21	20,733 69	265 52	10,101 24	3471 88	259 14	3542 31	1872 45	2,744,119	1202 59	....
Clarke......	16,932 44	16,405 77	526 67	7875 75	3524 30	....	3547 46	1111 77	1,987,391	....	....
Clay......	21,164 51	20,564 37	600 14	10,018 72	2282 52	71 78	....	1935 60	2,288,475	203 91	618 11
Coahoma....	18,213 66	12,337 02	5876 64	9173 07	1407 08	....	....	1062 02	3,678,990	....	....
Copiah......	34,014 09	32,957 64	1056 45	11,141 11	6597 72	98 00	....	9077 74	4,251,279	....	....
Covington..	7905 89	7291 22	614 67	3989 88	2548 32	115 55	....	....	664,735	30 00	......
DeSoto......	20,515 42	18,360 14	2155 28	11,139 65	3181 58	9 70	....	....	2,654,481	....	....

Franklin....	$ 9213 85	$ 8585 91	$ 627 94	$ 6449 36	$2250 70	$ 153 85	....	....	$ 1,068,123	....	....
Greene.....	7041 90	5391 71	1650 19	2381 54	1018 94	186 18	$2184 88	....	636,497	....	....
Grenada....	15,797 09	13,159 98	2637 11	7232 97	2434 64	32 98	....	$2084 69	2,084,676	....	....
Hancock ...	8698 59	7717 52	981 07	4636 38	1953 58	133 96	....	1092 32	2,183,321	....	....
Harrison ...	14,206 25	11,695 17	2511 08	7860 83	2525 34	225 09	....	491 33	2,794,449	....	....
Hinds......	64,654 09	58,629 93	6024 16	23,148 55	5563 64	420 98	2350 93	8979 82	7,843,759	....	....
Holmes.....	30,753 49	26,526 12	4227 37	17,005 70	4069 96	145 32	....	2770 25	4,366,411	....	....
Issaquena...	13,624 74	8868 16	4756 58	6275 70	1186 00	88 00	....	....	1,504,337	....	....
Itawamba ..	12,602 50	12,567 43	35 07	3113 44	2739 28	....	....	....	684,079	....	....
Jackson	13,361 52	10,380 35	2981 17	6162 95	2518 24	386 12	....	....	2,165,088	....	....
Jasper	11,497 94	11,066 58	431 36	7882 37	3536 62	56 26	....	....	1,258,983	$ 146 33	$ 90 50
Jefferson....	15,310 90	13,472 16	1838 74	9696 53	3538 28	15 52		....	2,167,513	77 71	....
Jones	11,769 41	9716 35	2053 06	6057 15	2539 23	118 52	.... 12566 10	1224 87	1,906,694	....	....
Kemper....	14,230 39	14,110 89	119 50	9747 39	3753 90	....	....	....	1,723,618	....	1000 00
Lafayette...	24,626 97	22,619 68	2007 29	10,462 68	4085 64	....	....	3421 02	2,326,063	....	....
Lauderdale..	43,381 04	43,017 05	363 99	16,098 49	6855 00	13 30	....	12566 10	8,025,645	524 39	....
Lawrence...	10,784 32	10,350 64	433 68	6754 77	3195 20	114 46	....	....	1,168,359	....	40 00
Leake......	12,077 73	10,948 37	1129 36	7311 24	3072 13	153 26	....	....	1,030,532	335 65	7 90
Lee........	23,785 80	22,428 06	1357 74	10,871 36	3441 42	38 80	....	2365 29	2,731,210	49 10	....
Leflore. ...	15,501 50	14,148 53	352 97	8945 14	2798 95	61 08	....	1683 58	3,130,565	....	....
Lincoln	16,538 27	15,809 07	729 20	7825 99	3422 16	....	....	2514 14	2,866,478	....	....
Lowndes ...	27,897 02	25,685 52	2211 50	17,399 98	2787 78	....	....	969 58	3,197,175	....	....
Madison...	27,370 16	24,650 33	2719 83	15,529 52	3250 70	225 04	1403 48	2216 93	3,672,127	....	....
Marion.....	10,327 11	8895 90	1431 21	4653 02	3742 80	38 80	....	....	1,625,485	56 50	....
Marshall ...	39,162 79	30,338 38	8824 41	14,181 09	3386 50	26 00	....	1685 07	3,281,928	....	....
Monroe.....	32,993 26	28,637 45	4355 81	17,360 00	3608 10	569 86	....	780 00	3,807,364	45 00	....
Montgom'y .	12,953 73	11,032 17	1921 56	7312 47	3064 07	68 85	....	1150 44	2,016,409	92 50	....

TABLE VII—CONTINUED.

COUNTIES.	Total Receipts.	Total Disbursem'ts.	Total Balance Forward to 1895-'6.	Receipts from State Distribution.	Total from Polls.	Polls Received After May 15.	County Levy.	City Levy.	Total Assessed Valuation of All Property, Personal and Real and Railroad, 1895.	Amount Paid on Old Warrants.	Unpaid Warrants.
Neshoba....	$ 8091 46	$ 8091 46	....	$ 5198 35	$2775 91	$ 79 76	....	....	$ 704,391	....	....
Newton	15,055 05	13,517 25	$ 1537 80	7472 93	4067 64	364 92	....	$ 801 07	1,901,969	....	$ 107 00
Noxubee....	28,752 89	26,056 00	2696 89	16,838 82	3109 35	64 02	....	3339 40	3,539,458	$ 1035 13	587 23
Oktibbeha..	17,003 43	15,198 60	1804 83	9664 91	2689 99	201 76	....	1145 23	1,366,343	....	273 50
Panola......	31,137 67	25,552 59	5585 08	14,985 17	3793 10	....	$1884 64	1997 23	3,919 847	....	214 50
Pearl River.	9203 06	8050 47	1152 59	1557 47	1189 06	48 50	617 08	1049 46	1,335,976	....	....
Perry	7659 64	6847 23	812 41	3547 65	2175 90	182 90	....	1109 13	1,702,287	152 40	108 00
Pike........	21,688 81	21,078 88	609 93	9781 60	5000 61	100 50	....	3040 45	2,937,450	210 76	574 52
Pontotoc ...	16,558 14	15,683.77	874 37	7321 39	3405 98	7 64	....	533 70	1,098,501	....	....
Prentiss	14,005 06	12,533 59	1471 47	6281 50	2834 93	25 28	....	661 47	1,387,879	....	....
Quitman....	2980 27	2916 55	63 72	1415 47	690 50	....	....	....	640,503	....	40 00
Rankin	14,865 10	14,255 85	609 25	9892 73	3771 37	129 92	....	....	2,092,878	....	....
Scott	9403 98	8662 55	741 43	5925 09	2809 63	57 87	....	....	1,318,904	12 00	22 10
Sharkey.....	16,317 92	12,872 47	3445 45	6750 48	1117 34	103 68	2368 24	....	1,661,735	....	....
Simpson	11,110 99	10,122 29	988 70	5568 43	2696 60	67 90	....	....	755,678	1518 72	73 05
Smith.......	9078 11	8709 48	368 63	5427 91	2694 66	....	....	....	744,149	....	403 00
Sunflower...	9663 00	9287 20	375 80	5599 85	1810 02	184 30	....	....	1,861,062	216 00	571 00

Tallahat'hie	$ 14,047 04	$ 13,630 89	$ 416 15	$ 9206 27	$1592 20	....	$2065 97	$ 245 15	$ 2,368,642	....	....
Tate	23,994 43	19,663 95	4330 48	10,819 76	3208 76	$ 219 22	2470 17	....	2,516,516	$ 68 00	....
Tippah	16,282 55	13.378 67	2903 88	6664 11	2442 46	32 98	....	....	860,312	....	....
Tishomingo	9887 33	8949 25	938 08	3375 15	1880 48	1 94	....	717 86	936,765	439 58	26 60
Tunica......	16,193 43	13,360 51	2832 92	5299 31	1424 02	58 26	....	....	1,668,966	202 00	698 00
Union	15,988 95	14,093 85	1895 10	7408 33	3405 18	7 76	....	609 52	1,538,937	44 00	92 75
Warren	53,869 27	46,734 66	7134 61	18,295 85	5644 36	531 56	4518 16	15733 14	6,912,695	....	252 60
Washington.	43,616 11	39,040 23	4575 88	23,388 67	2397 35	....	....	3871 98	6,795,846	....	....
Wayne.....	9215 96	8161 40	1054 56	5298 76	2158 93	414 91	....	....	1,461,820	12 00	....
Webster....	10,800 31	10,341 17	459 14	5756 52	3068 52	66 22	....	519 05	1,077,876	....	....
Wilkinson...	19,278 98	18,188 90	1090 08	9123 50	3276 69	150 92	....	1333 50	2,096,486	....	....
Winston.....	9807 33	9475 55	331 78	6778 16	2601 54	....	....	....	807,776	....	180 00
Yalobusha..	19,960 58	18,233 43	1727 15	8076 72	2520 97	....	....	3263 77	2,292,060	1356 00	.616 40
Yazoo	41,640 65	37,895 53	3745 12	21,660 13	3552 14	345 32	3752 24	5728 78	5,631,039	3402 52	1699 97

TABLE VIII.

COUNTIES.	Salary of Co. Superintendent	PER CAPITA EXPENDITURES.						TOWNTHIP FUNDS.			Apportionment of State school fund to county and separate school districts therein, 1894-5.	Population, U. S. Census 1890.	
		In Country Schools. Amount Expended for Each.			In Country and City Combined. Amount Expended for Each.								
		Educable child.	Enrolled in schools.	In average attendance.	Educable child.	Enrolled in schools.	In average attendance.	Amount of township fund held.	No. of acres not leased or rented.	Total receipts from interest and rents.		White.	Colored.
Adams	$ 799 80	$ 1 60	$ 3 80	$ 7 65	$ 2 30	$ 5 55	$10 45	$	$........	$	$ 18,237 01	6054	19,973
Alcorn	560 48	2 11	3 05	6 51	4 91	7 19	15 07	....	....	....	9051 99	9543	3571
Amite	486 26	1 67	2 43	3 90	2 08	2 98	4 80	274 48	....	186 93	13,392 11	7509	10,680
Attila	486 09	1 58	2 34	4 17	1 76	2 60	4 65	7377 50	....	222 67	16,823 27	12,666	9523
Benton	467 50	2 21	3 52	7 65	2 21	3 52	7 65	....	....	....	7784 92	5578	5007.
Bolivar	799 92	1 14	3 94	6 26	1 14	3 94	6 62	7518 44	3840	660 91	20,820 62	3230	26,734
Calhoun	300 00	2 18	2 70	5 08	2 18	2 70	5 08	....	....	....	10,220 16	11,188	3500
Carroll	600 00	1 67	2 16	3 89	1 67	2 16	3 89	5868 77	....	462 48	13,866 20	8075	10,698
Chickasaw	540 00	2 39	3 42	6 07	2 57	3 69	6 54	....	....	....	13,139 72	8455	11,436
Choctaw	319 15	1 76	2 44	3 90	1 76	2 44	3 90	344 65	....	88 34	8064 60	8130	2717
Claiborne	911 24	2 22	3 91	8 99	2 61	4 58	9 93	172 50	....	117 25	13,738 30	3419	11,095
Clarke	466 00	2 26	3 22	6 03	2 39	3 39	6 33	70 97	....	69 36	11,393 44	7617	8106
Clay	600 00	2 30	3 47	5 35	2 54	3 82	5 92	....	....	....	12,505 33	5552	13,054

Coahoma........	$ 800 00	$ 1 64	$ 3 39	$ 6 47	$ 2 14	$ 3 85	$ 7 28	....	....	....	$ 11,253 60	2162	16,161
Copiah..........	712 00	1 88	2 38	5 24	3 19	4 33	8 40	$ 333 70	....	$ 333 70	18,820 24	14,602	15,630
Covington	275 00	2 00	2 55	3 95	2 00	2 55	3 95	3084 35	1280	501 50	6434 28	5305	2984
DeSoto..........	600 00	2 29	3 44	6 74	2 29	3 44	6 74	....	....	....	14,365 87	6862	17,319
Franklin.........	330 00	1 61	3 28	5 78	1 61	3 28	5 78	2313 74	....	448 49	8576 21	5454	4964
Greene..........	150 00	2 59	3 96	6 92	2 59	3 96	6 92	....	....	....	2962 19	2923	945
Grenada.........	733 15	1 68	2 48	4 17	2 32	3 38	5 38	7270 00	....	332 97	9540 34	3950	11,024
Hancock........	461 85	1 56	3 17	5 35	1 72	3 91	6 74	376 84	2560	192 54	6630 40	5758	2526
Harrison........	755 36	1 57	1 93	5 21	1 53	2 75	6 74	11,418 04	....	1509 88	10,279 85	9108	3370
Hinds...........	733 26	2 33	3 71	6 66	3 29	5 26	9 20	8445 37	....	2926 74	30,067 02	10,685	28,577
Holmes..........	800 00	1 87	2 77	4 54	2 10	3 21	5 31	14,544 48	1280	2951 30	21,676 71	6980	23,988
Issaquena.......	566 65	2 14	8 11	8 94	2 14	8 11	8 94	3505 27	....	1764 81	7373 93	692	11,623
Itawamba.......	350 00	2 52	2 61	3 08	2 52	2 61	3 09	....	....	....	7844 61	10,695	1013
Jackson.........	715 17	1 76	3 66	5 98	1 76	3 66	5 98	1510 31	....	1790 67	8490 94	7810	3440
Jasper..........	409 32	1 72	2 70	4 19	1 72	2 70	4 19	....	....	26 65	10,984 16	7318	7288
Jefferson........	650 00	1 75	4 33	6 21	1 75	4 33	6 21	11,474 43	....	1159 14	13,252 27	3542	15,403
Jones...........	376 40	1 57	1 62	3 97	1 76	1 95	4 60	....	....	....	8506 28	7027	1295
Kemper.........	468 00	1 63	2 42	5 30	1 63	2 43	5 30	....	....	63 60	13,501 25	7845	10,084
Lafayette........	600 00	1 85	2 75	4 43	2 22	3 26	5 09	....	....	....	14,548 34	11,595	8958
Lauderdale......	750 00	1 70	3 06	4 53	3 17	5 37	8 14	....	....	....	23,092 14	14,509	15,134
Lawrence........	410 00	1 79	2 50	4 40	1 79	2 50	4 40	7298 55	....	754 35	9843 28	6236	6082
Leake...........	400 00	1 75	2 31	4 17	1 75	2 31	4 17	2496 35	....	189 98	10,240 63	9325	5043
Lee.............	700 00	2 55	3 18	7 77	2 67	4 14	8 21	....	....	....	14,057 19	12,341	7699
Leflore..........	480 00	1 72	2 60	4 68	2 09	3 06	5 49	6775 00	....	1038 72	11,016 56	2450	14,417
Lincoln.........	464 75	1 58	2 22	3 96	2 03	2 69	4 97	2336 00	....	381 97	11,717 46	10,216	7696
Lowndes........	600 00	1 93	3 48	6 55	2 28	4 18	7 70	3110 31	....	3206 64	19,383 00	5940	21,105
Madison........	799 95	1 67	2 92	7 25	2 24	3 33	6 50	8500 79	....	1198 83	18,755 44	6024	21,297

TABLE VIII—CONTINUED.

COUNTIES.	Salary of County Superintendent.	PER CAPITA EXPENDITURES.						TOWNSHIP FUNDS.			Apportionment of State school fund to county and separate school districts therein, 1894-5.	Population, U. S. Census 1890.	
		In Country Schools.			In Country and City Combined.			Amount of township fund held.	No. of acres not leased or rented.	Total receipts from interest and rents.		White.	Colored.
		Amount Expended for Each.			Amount Expended for Each								
		Educable child.	Enrolled in schools.	In average attendance.	Educable child.	Enrolled in schools.	In average attendance.						
Marion........	$ 436 20	$ 1 55	$ 2 18	$ 3 54	$ 1 55	$ 2 18	$ 3 54	$ 7186 53	800	$ 1777 86	$ 7945 23	6478	3054
Marshall	736 69	3 25	4 24	7 58	3 34	4 57	8 21	....	....	....	18,337 63	9533	16.508
Monroe	615 00	2 14	2 84	5 22	2 38	3 45	6 21	693 75	....	695 53	20,858 13	11,930	18,792
Montgomery....	404 00	1 53	2 07	3 80	1 82	2 68	4 91	338 00	....	....	10,556 12	7372	7085
Neshoba........	260 00	1 60	1 70	2 45	1 60	1 70	2 45	1039 00	....	80 00	7863 37	8320	2175
Newton.........	410 00	1 71	2 37	4 09	1 89	2 52	4 33	1954 02	....	294 25	11,141 05	10,082	6192
Noxubee	800 00	1 93	3 31	5 55	2 18	4 63	6 35	....	....	....	20,356 76	4615	22,723
Oktibbeha......	615 30	1 89	3 38	5 21	2 04	3 77	6 09	4480 12	640	459 90	12,761 13	5585	12,109
Panola..........	800 00	2 06	2 83	5 66	2 31	3 20	6 36	....	....	....	19,087 98	9064	17,913
Pearl River.....	294 34	3 00	4 40	6 79	3 73	5 20	8 07	5470 69	....	1220 94	2796 77	2298	659
Perry	351 22	1 75	2 06	3 13	1 98	3 26	3 75	....	....	....	5864 69	4569	1887
Pike...........	571 95	1 68	2 37	3 52	2 23	3 15	4 78	....	....	....	15,568 15	10.531	10,672
Pontotoc	590 00	2 29	3 14	6 62	2 42	3 31	6 97	....	....	....	11,031 91	10,529	4411

Prentiss........	$ 389 92	$ 2 06	$ 2 72	$ 5 97	$ 2 18	$ 2 87	$ 6 22	....	....	....	$ 9273 69	10,767	2912
Quitman........	199 90	2 39	5 12	9 15	2 38	5 12	9 15	....	....	....	2155 56	888	2397
Rankin	480 00	1 53	2 21	6 63	1 53	2 21	6 63	$ 4102 22	....	$ 1083 09	13,530 25	7454	10,467
Scott	500 00	1 86	2 54	4 12	1 86	2 54	4 12	3118 49	640	238 07	8676 82	6917	4700
Sharkey.........	720 00	2 02	4 46	8 83	2 02	4 46	8 83	4633 56	....	4567 09	7842 90	1225	7135
Simpson.........	300 00	2 10	2 76	4 47	2 10	2 76	4 47	1794 00	1160	391 76	8194 21	6164	3974
Smith	411 00	1 64	2 04	2 64	1 64	2 04	2 64	1977 70	....	522 04	8122 58	8889	1746
Sunflower.......	420 00	1 75	1 93	5 11	1 75	1 93	5 11	12,128 32	7680	2035 83	7225 57	2505	6875
Tallahatchie.....	480 00	2 14	2 88	5 57	2 17	2 99	5 74	16,338 86	3200	728 06	10,278 14	4974	9387
Tate	689 16	2 40	3 39	6 84	2 40	3 39	6 84	....	....	....	13,842 33	8398	10,853
Tippah.........	595 20	2 50	3 35	6 93	2 50	3 35	6 93	....	....	....	9106 57	9981	2970
Tishomingo	323 20	2 08	2 27	5 07	2 33	2 49	5 50	....	....	....	5574 79	8289	1013
Tunica..........	480 00	2 73	5 00	8 63	2 73	5 00	8 63	....	....	....	6787 29	1218	10,936
Union	473 55	2 09	2 85	5 95	2 18	2 99	5 98	....	....	....	10,793 16	11,569	4037
Warren.........	800 00	1 65	2 50	3 35	3 25	6 65	8 35	9568 85	320	2222 27	22,316 21	8643	24,516
Washington.....	800 00	1 66	3 85	6 43	2 15	4 51	7 30	....	....	4762 62	26,825 16	4669	35,703
Wayne.........	376 34	1 91	2 33	3 59	1 91	2 33	3 59	4447 50	....	696 08	7409 75	5769	4041
Webster	299 72	1 36	2 12	3 64	1 76	2 37	4 00	....	....	....	8978 66	9034	3026
Wilkinson.......	800 00	1 51	2 79	3 98	2 35	4 55	6 15	95 13	....	....	13,267 62	3864	13,727
Winston.........	300 00	1 72	2 37	3 53	1 72	2 37	3 53	....	....	....	9391 36	6977	5072
Yalobusha	525 50	2 20	3 54	6 62	2 94	4 30	7 70	....	....	....	11,187 10	7618	9011
Yazoo..........	799 92	2 11	2 69	5 69	2 50	3 37	6 57	1633 03	....	2425 18	26,199 29	8515	27,873

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—1894-'5.

RECEIPTS.

	Adams.	Alcorn.	Amite.	Attala.	Benton.	Bolivar.	Calhoun.	Carroll.	Chickasaw.
Balance	$13,755 05	$ 2594 10	$ 523 26	$ 1962 41	$ 638 30	$ 2322 08	$ 2635 78	$ 56 34	$ 3173 56
State distribution	14,882 35	6347 28	9417 43	14,721 88	6009 82	19,319 83	7345 49	10,120 87	10,312 23
Polls	3154 00	2683 02	3938 56	4595 92	1775 10	1727 30	2868 96	3791 73	2603 61
Institute	110 30	87 00	115 50	247 70	97 03	127 22	108 00	117 69	414 40
Township	....	....	173 36	222 67	....	660 91	8 00	462 48	....
Chickasaw	....	2124 00	....	....	2152 00	....	2762 80	....	2683 00
Old warrants	....	....	....	....	....	....	....	....	....
County levy	....	....	....	....	....	....	....	....	....
City levy	6763 60	2199 66	2295 83	1749 03	....	....	....	....	1452 22
Building fund, (city)	....	13,158 85	....	....	....	....	....	....	....
Tuition fees	....	118 50	651 30	224 70	....	....	....	....	....
County pupils in city	322 65	15 85	90 15	203 00	....	....	....	....	233 87
Other sources	....	....	357 88	1060 22	6 75	725 63	....	100 40	99 30
2 and 3 per cent. fund	....	....	....	....	....	....	....	93 68	....
Total	$38,987 95	$29,328 26	$17,563 27	$24,987 53	$10,679 00	$24,882 97	$15,729 03	$14,743 19	$20,972 19

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—CONTINUED.

DISBURSEMENTS.

County superintendents	$ 799 80	$ 560 48	$ 486 26	$ 486 09	$ 467 50	$ 799 92	$ 300 00	$ 600 00	$ 540 00
Principal or city supt	1875 00	836 50	800 00	800 00	....	....	....	....	700 00
Teachers	20,177 60	10,369 69	13,574 33	17,819 55	9179 88	19,991 25	13,112 30	12,562 20	15,414 79
Treasurers	449 58	407 77	287 56	440 18	250 87	399 88	327 33	169 04	358 61
Examiners	166 50	157 25	163 50	225 50	129 50	222 50	187 70	170 00	195 75
School Board	30 00	12 00	45 00	36 00	42 00	15 00	30 00	48 00	42 00
Conductors	80 00	80 00	80 00	80 00	75 00	80 00	80 00	80 00	80 00
Institute contingent	6 50	4 40	7 60	8 00	....	1 75	2 50	1 00	(a) 48 50
Township schools	....	....	....	....	....	219 93	....	424 56	....
Incidentals	96 75	568 02	88 44	201 21	10 50	244 98	55 97	23 90	72 70
Old warrants	....	....	....	....	91 00	1993 92	....	139 18	....
Fuel and janitor	567 00	103 25	196 97	312 03	....	....	3 00	....	248 76
Rent and repairs	27 40	111 78	49 95	170 53	....	....	....	....	329 99
Interest on bonds	....	437 50	532 00	....	....	....	....	....	....
Building	102 35	12,291 78	....	135 53	....	50 00	....	10 50	....
Assessor	....	106 16	....	....	91 30	....	....	162 62	159 70
Total	$24,378 48	$26,046 58	$16,311 61	$20,714 62	$10,337 55	$24,019 13	$14,068 80	$14,391 20	$18,190 90
Balance	14,609 47	3281 68	1251 66	4272 91	341 45	863 84	1630 23	351 99	2781 29
Deficit	....	....	....	....	....	....	....	....	....
Unpaid warrants	....	....	....	....	151 40	....	....	....	....
Building bonds out	....	12,500 00	7600 00	....	....	....	....	....	8158 62

(a) Includes "$40.50 error in report of last year's institute fund."

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS.—CONTINUED.

RECEIPTS.

	Choctaw.	Claiborne.	Clarke.	Clay.	Coahoma.	Copiah.	Covington	DeSoto.	Franklin.
Balance	$ 590 12	$ 74 06	$ 98 20	$ 1658 77	$ 5224 89	$ 788 04	$ 756 89	$ 2766 34	$ 30 30
State distribution	5300 08	10,101 24	7875 75	10,018 72	9173 07	11,141 11	3989 88	11,139 65	6449 36
Polls	2764 50	3471 88	3524 30	2282 52	1407 08	6597 72	2548 32	3181 58	2250 70
Institute	85 00	226 64	97 01	118 10	230 05	476 00	60 00	127 55	35 00
Township	88 34	117 24	69 36	....	....	333 70	501 50	....	448 49
Chickasaw	....	....	....	1877 00	....	....	....	2586 00	....
Old warrants	....	....	....	....	....	....	....	....	....
County levy	....	3542 31	3547 46	....	....	....	....	....	....
City levy	....	1872 45	1111 77	1935 60	1062 02	9077 74	....	....	....
Building fund (city)	....	....	(g) 16 00	1720 00	....	2468 88	....	....	....
Tuition fees	....	....	55 50	....	29 00	1348 50	....	....	....
County pupils in city	....	154 75	199 00	184 71	207 80	1084 54	....	....	....
Other sources	....	(c) 1439 04	80 00	(e) 1369 09	764 50	672 66	49 30	714 30	....
2 and 3 per cent. fund	....	....	258 09	....	(a) 115 15	25 20	....	....	....
Total	$ 8828 04	$ 20,999 21	$ 16,932 44	$ 21,164 51	$ 18,213 66	$ 34,014 09	$ 7905 89	$ 20,515 42	$ 9213 85

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS.—CONTINUED.

DISBURSEMENTS.

County superintendent	$ 319 15	$ 911 24	$ 466 00	$ 600 00	$ 800 00	$ 712 00	$ 275 00	$ 600 00	$ 330 00
Principal or City Supt.	....	....	637 50	810 00	....	3442 00	....	....	....
Teachers	7512 45	17,780 70	14,115 40	16,041 15	10,741 00	20,486 05	6342 23	15,377 08	7741 89
Treasurers	205 64	313 81	433 08	345 83	126 94	377 65	172 00	349 01	223 91
Examiners	128 00	206 75	144 00	177 50	118 25	231 50	125 50	173 00	90 75
School board	45 00	15 00	12 00	45 00	9 00	15 00	42 00	45 00	15 00
Conductors	75 00	80 00	70 00	80 00	90 00	90 00	72 50	80 00	40 00
Institute contingent	....	6 75	....	14 00	3 75	(s) 60 85	....	4 00	....
Township schools	34 76	....	42 83	....	....	82 10	254 30	....	....
Incidentals	9 40	(d) 185 55	25 60	123 85	65 07	778 58	7 69	(f) 105 03	43 78
Old warrants	....	1202 59	80 00	203 91	....	(x) 509 20	....	....	....
Fuel and janitor	....	23 25	22 77	204 92	44 65	798 25	....	....	....
Rent and repairs	....	8 00	....	45 70	333 20	437 21	....	....	....
Interest on bonds	....	....	....	1720 00	....	3420 00	....	....	....
Building	....	....	278 59	5 85	....	1296 55	....	1428 60	....
Assessor	....	....	....	146 66	5 16	220 70	....	168 42	100 58
Total	$ 8329 46	$ 20,733 69	$ 16,405 77	$ 20,564 37	$ 12,337 02	$ 32,957 64	$ 7291 22	$ 18,360 14	$ 8585 91
Balance	498 58	265 52	526 67	600 14	(b) 5876 64	1056 45	614 67	2155 28	627 94
Deficit	....	....	....	....	....	....	....	....	....
Unpaid warrants	....	....	....	618 11	....	....	....	....	....
Building bonds out	....	....	....	8000 00	....	46,000 00	....	....	....

(a) Paid Clarksdale by county for county pupils, October 29, 1894. (b) This balance is $3.52 too small, that being discrepancy between treasurers' reports. (c) Includes $7.90 refunded. (d) Includes $30 Institute fund spent for library. (e) Includes $1169.87 fines and forfeitures, and $14.93 land redemptions, and $184.29 old warrants re-charged county treasurer. (f) Includes $15.45, four years commission on Institute fund. (g) Paid by Enterprise on superintendent's salary. (s) Includes $40 for library. (x) Deficit from last year in Crystal Springs and Wesson.

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—CONTINUED.

RECEIPTS.

	Greene.	Grenada.	Hancock.	Harrison.	Hinds.	Holmes.	Issaquena.	Itawamba.	Jackson.
Balance	$ 1425 54	$ 1107 54	536 33	$ 1320 75	$ 10,624 93	$ 3197 48	$ 4283 53	$ 3404 87	$ 2461 56
State distribution.........	2381 54	(x) 7232 97	4636 38	7860 83	23,148 55	17,005 70	6275 70	3113 44	6162 95
Polls	1018 94	2434 64	1953 58	2525 34	5563 64	4069 96	1186 00	2739 28	2518 24
Institute....	18 00	93 00	25 00	107 74	320 46	296 80	114 70	119 48	46 00
Township	....	332 97	192 54	1509 88	3069 24	2951 30	1764 81	....	1790 67
Chickasaw................	....	....	....	....	....	....	....	2832 00	....
Old warrants..............	....	....	....	....	....	....	....	....	....
County levy..............	2184 88	....	....	....	2350 93	....	....	....	....
City levy................	....	2084 69	1092 33	491 33	8979 82	2770 25	....	....	....
Building fund (city).......	....	2065 02	262 43	....	(f) 7747 50	....	....	....	....
Tuition fees.............	....	82 50	....	....	187 50	....	....	....	....
County pupils in city......	....	....	....	60 58	1770 49	459 45	....	....	....
Other sources	13 00	(a) 363 76	....	329 80	(g) 8638 53	50	....	(c) 393 45	258 50
2 and 3 per cent. fund.....	....	....	....	....	....	2 05	....	....	123 60
Total	$ 7041 90	$ 15,797 09	$ 8698 59	$ 14,206 25	$ 64,654 09	$ 30,753 49	$ 13,624 74	$ 12,602 50	$ 13,361 52

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—CONTINUED.

DISBURSEMENTS.

County Superintendent	$ 150 00	$ 733 15	$ 461 85	$ 755 36	$ 733 26	$ 800 00	$ 566 65	$ 350 00	$ 715 17
Principal or City Supt		900 00		1245 25	1350 00	17,112 44			
Teachers	4965 75	9434 25	6698 65	8071 46	43,137 59	3623 55	7554 50	11,611 75	8790 25
Treasurers	139 71	254 88	195 25	315 95	33 97	405 06	201 66	236 28	231 33
Examiners	52 00	140 75	71 00	134 75	280 25	233 50	138 50	109 00	126 00
School Board	15 00		12 00	15 00	30 00	27 00	39 00	30 00	15 00
Conductors	35 00	90 00	40 98	40 00	50 00	90 00	40 00	(d) 90 00	40 00
Institute contingent				4 00		12 68		4 00	
Township schools				578 29	2234 79	1542 65			312 00
Incidentals	34 75	(b) 82 57	46 27	146 59	454 53	99 73	74 29	44 00	60 00
Old warrants							(y) 101 40		
Fuel and janitor		215 50	4 50	156 50	613 61	107 76			
Rent and repairs		8 88	187 02	111 46	1822 81	900 00			
Interest on bonds		1300 00			1458 00				
Building					6078 50	1571 75	65 68		90 00
Assessor				120 56	352 62		86 48	92 00	
Total	$ 5391 71	$13,159 98	$ 7717 52	$11,695 17	$58,629 93	$26,526 12	$ 8868 16	$12,567 43	$10,380 35
Balance	1650 19	2637 11	981 07	2511 08	6024 16	4227 37	4756 58	35 07	2981 17
Deficit					73 39				
Unpaid warrants									
Building bonds out		6000 00			32,300 00				

(a) Includes $21.00 rents, $175 56 paid by sheriff on school fund and $167.20 fines from mayor. (b) Includes $16.20 for furniture. (c) Includes $247 50 fines and forfeitures, $137.10 interest on notes and $8.83 land redemption. (d) Includes $50 Institute fund spent for library. (f) Sale of bonds. (g) Includes $63.91, ½ mill county tax, Bolton, $77.90 fines from town, $58.71 rent piano and hall, $446.66 transferred from general fund. (x) Includes $29.10 reported by Treasurer at the end of his report as polls omitted from his report, which should have been included. (y) Polls on hand included in amount brought forward.

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—Continued.

RECEIPTS.

	Jasper.	Jefferson.	Jones.	Kemper.	Lafayette.	Laud'dale.	Lawrence.	Leake.	Lee.
Balance	$ 1 33	$ 439 99	$ 1858 14	....	$ 427 55	$ 3650 95	....	$ 1129 53	$ 3757 97
State distribution.........	7482 37	9696 53	6057 15	9747 39	10,462 68	16,098 49	6754 77	7311 24	10,871 36
Polls	3536 62	3538 28	2539 23	3753 90	4085 64	6855 00	3195 20	3072 13	3441 42
Institute................	44 85	107 30	61 52	234 50	113 50	349 38	80 00	184 85	121 08
Township	26 65	1159 14	....	63 60	....	....	754 35	189 98	....
Chickasaw..............	....	....	....	....	3627 00	....	....	....	2431 22
Old warrants,............	....	....	....	....	....	....	....	....	....
County levy..............	....	....	....	....	....	....	....	....	....
City levy................	....	....	1224 87	....	3421 02	12,566 10	....	....	2365 29
Building fund, (city)......	....	....	....	....	1985 53	2696 74	....	....	....
Tuition fees.............	....	....	....	....	....	....	....	....	124 50
County pupils in city......	....	....	28 50	....	....	....	....	....	94 55
Other sources............	....	....	....	431 00	(c) 504 05	(h) 1010 94	....	190 00	578 41
2 and 3 per cent. fund.....	406 12	369 66	....	....	....	153 43	....	....	....
Total................	$11,497 94	$15,310 90	$11,769 41	$14,230 39	$24,626 97	$43,381 04	$10,784 32	$12,077 73	$23,785 80

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—Continued.

DISBURSEMENTS.

County superintendents	$ 409 32	$ 650 00	$ 376 40	$ 468 00	$ 600 00	$ 750 00	$ 410 00	$ 400 00	$ 700 00
Principal or city supt			875 00		1125 00	2181 72			1455 00
Teachers	9822 49	11,426 65	8011 15	12,920 83	17,833 96	33,545 09	8906 56	9425 83	18,640 92
Treasurers	277 25	273 30	224 59	344 16	328 53	423 31	250 75	264 32	396 77
Examiners	143 25	108 25	102 00	228 25	183 50	268 50	254 25	158 00	194 50
School board	15 00	12 00	24 00	30 00	45 00	45 00	15 00	45 00	12 00
Conductors	70 00	80 00	40 00	115 00	65 00	212 00	70 00	75 00	80 00
Institute contingent	2 85	14 25	4 00	4 85	(b) 39 00	3 00	4 50	85	14 25
Township schools		810 48					(e) 324 16	46 35	
Incidentals	11 17		23 51		(a) 72 25	235 10		46 22	(d) 443 22
Old warrants	146 23	77 23				524 39		335 65	49 10
Fuel and janitor			9 20		285 10	1294 46			192 79
Rent and repairs			26 50		235 34	403 05		(s) 31 05	84 65
Interest on bonds					1800 00				
Building	40 00	20 00				(f) 422 43			
Assessor	128 82						115 42	120 10	164 86
Total	$11,066 58	$13,472 16	$ 9716 35	$14,110 89	$22,619 68	$43,017 05	$10,350 64	$10,948 37	$22,428 05
Balance	431 36	1838 74	2053 06	119 50	2007 29	363 99	438 68	1129 36	1357 74
Deficit				1000 00		(g) 1010 94			
Unpaid warrants	90 50						40 00	7 90	
Building bonds out					7000 00	45,000 00			10,000 00

(a) Includes $21.25 postage Co. Superintendent; $26.80 stationery for Supt.; $10.20 express on money and $14.00 erroneous polls. (b) Includes $33.00 for library. (c) Includes $42.35 county line schools. (d) Inclndes $25 secretary's salary. (e) $194.30 paid teachers township schools. (f) Includes $412.43 insurance on building. (g) In Meridian. (h) Unpaid warrants. (s) "Old credits taken by treasurer for incidental expenses of examinations.—J. F. Williams, Supt."

COUNTY SUPERINTENDENT'S FINANCIAL REPORTS—CONTINUED.

RECEIPTS.

	Leflore.	Lincoln.	Lowndes.	Madison.	Marion.	Marshall.	Monroe.	Montg'ry.	Neshoba.
Balance	$ 46 25	$ 750 21	$ 2624 46	$ 1595 45	$ 624 25	$ 15,002 32	$ 3478 03	$ 399 84	....
State distribution	8945 14	7825 99	17,399 98	15,529 52	4653 02	14,181 09	17,360 00	7312 47	$ 5198 35
Polls	2798 95	3422 16	2787 78	3250 70	3142 80	3386 50	3608 10	3064 07	2775 91
Institute	63 50	77 44	157 95	206 35	93 18	405 47	259 80	125 23	37 20
Township	1022 08	381 97	3206 64	1196 83	1777 86	....	695 53	....	80 00
Chickasaw	....	....	....	....	....	3709 06	2060 00	....	....
Old warrants	....	....	....	....	....	....	....	161 56	....
County levy	....	....	....	1403 48	....	....	....	....	....
City levy	1683 58	2514 14	969 58	2216 93	....	1685 07	780 00	1150 44	....
Building fund, (city)	....	799 92	....	....	....	....	1500 00	....	....
Tuition fees	....	212 35	....	....	....	....	....	93 35	....
County pupils in city	....	....	303 00	200 25	....	597 68	176 80	242 55	....
Other sources	942 00	24 75	447 63	(b) 1770 65	36 00	(c) 213 60	(f) 3075 00	3 50	....
2 and 3 per cent fund	....	....	....	....	....	....	....	400 72	....
Total	$ 16,501 50	$ 16,538 02	$ 27,897 02	$ 27,370 16	$ 10,327 11	$ 39,162 79	$ 32,993 26	$ 12,953 73	$ 8091 46

COUNTY SUPERINTENDENT'S FINANCIAL REPORTS—CONTINUED.

DISBURSEMENTS.

County Superintendent	$ 480 00	$ 464 75	$ 600 00	$ 799 95	$ 436 20	(e)$ 736 69	$ 615 00	$ 404 00	$ 260 00
Principal or City Supt	701 00	765 00	1200 00	1125 00	....	....	1000 00	875 00	....
Teachers	11,955 50	12,866 36	21,651 50	20,080 50	(g) 7339 73	28,697 28	23,096 70	8853 70	7386 11
Treasurers	311 77	409 98	317 17	383 72	208 34	409 52	373 55	239 12	201 35
Examiners	179 50	191 25	224 50	238 50	107 50	196 50	244 50	214 75	94 00
School Board	33 00	42 00	18 00	12 00	66 00	30 00	9 00	24 00	30 00
Conductors	60 00	75 00	80 00	145 00	80 00	80 00	40 00	80 00	40 00
Institute contingent	1 25	....	(a) 36 48	1 56	9 61	(d) 47 89	4 00	4 00	....
Township schools	456 75	246 42	89 60	800 33	418 13	....	....	....	80 00
Incidentals	489 76	13 30	548 25	83 00	41 17	140 50	715 91	26 50	....
Old warrants	....	....	....	....	56 50	....	45 00	92 50	....
Fuel and janitor	80 00	....	182 01	90 00	....	....	479 17	84 50	....
Rent and repairs	400 00	....	738 01	120 00	....	....	....	129 10	....
Interest on bonds	....	735 00	....	....	....	....	1500 00	....	....
Building	....	....	....	550 00	39 48	....	270 00	5 00	....
Assessor	....	....	....	219 96	93 24	....	244 62	....	....
Total	$14,148 53	$15,809 07	$25,685 52	$24 650 33	$ 8895 90	$30,338 38	$28,637 45	$11,032 17	$ 8091 46
Balance	352 97	729 20	2211 50	2719 83	1431 21	8824 41	4355 81	1921 56	....
Deficit	....	....	....	....	....	....	....	....	....
Unpaid warrants	....	....	....	....	....	....	....	....	....
Building bonds out	....	10,500 00	....	....	....	....	25,000 00	....	....

(a) Includes $31.30 for teachers' library and $5.18 for contingent institute expenses. (b) $100.65 incidentals; $1420.00 retail liquor and $250 for building county school houses. (c) Taken from report of county treasurer. (d) Includes $40 institute fund paid for library and $2.89 commissions. (e) Taken from treasurer's reports, and the salaries of teachers also taken from treasurer's reports. (f) Includes $75, one-tenth county superintendent's salary and $3000 libuor licenses. (g) Taken from report of county treasurer.

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—Continued.

RECEIPTS.

	Newton.	Noxubee.	Oktibbeha.	Panola.	Pearl River	Perry.	Pike.	Pontotoc.	Prentiss.
Balance	$ 1555 52	$ 4635 53	$ 2771 07	$ 4798 93	$ 2823 64	$ 701 96	$ 734 06	$ 1750 66	$ 1204 74
State distribution	7472 93	16,838 82	9664 91	14,985 17	1557 47	3547 65	9781 60	7321 39	6281 50
Polls	4067 64	3109 35	2689 99	3793 10	1189 06	2175 90	5000 61	3405 98	2834 93
Institute	195 55	230 13	37 50	197 00	77 00	35 00	120 00	125 03	144 35
Township	294 25	....	459 90	....	1220 94	....	....	(d) 360 48	489 80
Chickasaw	....	....	....	3555 00	....	....	....	2694 00	2218 00
Old warrants	488 64	....	....	....	....	....	....	....	....
County levy	....	....	....	1884 64	617 08	....	....	....	....
City levy	801 07	3339 40	1145 23	997 23	1049 46	1109 13	3040 45	533 70	661 47
Building fund (city)	....	....	....	576 42	296 50	....	....	....	....
Tuition fees	25 25	100 70	....	40 50	....	....	156 30	....	....
County pupils in city	55 20	482 26	....	309 68	32 40	90 00	702 86	291 75	170 27
Other sources	99 00	....	1 00	....	143 36	....	2152 93	75 15	....
2 and 3 per cent. fund	....	16 70	233 83	....	....	....	....	....	....
Total	$15055 05	$28,752 89	$17,003 43	$31,137 67	$ 9203 06	$ 7659 64	$21,688 81	$16,558 14	$14,005 06

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—CONTINUED.

DISBURSEMENTS.

County Superintendent	$ 410 00	$ 800 00	$ 615 30	$ 800 00	$ 294 34	$ 351 22	$ 571 95	$ 590 00	$ 389 92
Principal or City Supt.	....	1000 00	....	....	....	525 00	1860 00	....	420 00
Teachers	12,210 65	22,115 00	13,644 40	23,008 45	6730 01	5202 93	16,430 23	14,402 82	10,967 06
Treasurers	290 93	489 71	279 53	387 22	81 05	177 60	371 10	347 39	317 43
Examiners	182 00	288 50	162 00	228 50	103 45	166 50	218 50	178 50	195 50
School Board	48 00	15 00	30 00	15 00	13 50	12 00	30 00	15 00	45 00
Conductors	95 00	80 00	37 50	(c) 90 00	40 00	35 00	80 00	75 00	45 00
Institute contingent	2 00	(b) 48 11	....	4 00	....	....	4 00	5 00	6 82
Township schools	211 35	....	....	....	386 92	....	....	....	....
Incidentals	18 80	13 52	21 30	143 92	(a) 97 35	54 16	1098 04	21 58	55 20
Old warrants	....	1035 13	....	....	....	152 40	210 70	....	....
Fuel and janitor	24 30	169 36	96 50	109 90	5 00	77 02	132 50	....	91 66
Rent and repairs	24 22	30 15	102 07	....	28 10	93 40	71 80	48 48	....
Interest on bonds	....	....	210 00	9 60	270 75	....	....	....	....
Building	....	39 70	....	756 00	....	....	....	....	....
Assessor	....	....	....	....	....	....	....	....	....
Total	$13,517 25	$26,056 00	$15,198 60	$25,552 59	$ 8050 47	$ 6847 23	$21,078 88	$15,683 77	$12,533 59
Balance	1537 80	2696 89	1804 83	5585 08	1152 59	812 41	(e) 609 93	874 37	1471 47
Deficit	....	....	7 10	....	....	....	....	....	....
Unpaid warrants	107 00	587 23	273 50	214 50	....	108 00	574 52	....	....
Building bonds out	....	....	3000 00	1740 00	4500 00	....	....	....	....

(a) Includes $67.40 paid for county pupils collected by principal and not reported to City Treasurer. (b) Includes $40 paid for library. (c) Includes $50 to State Superintendent on account of colored Normal. (d) This is interest accumulated on Chickasaw fund. (e) Balance too small by $44.47—that being the discrepancy of Treasurers' reports.

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—CONTINUED.

RECEIPTS.

	Quitman.	Rankin.	Scott.	Sharkey.	Simpson.	Smith.	Sunflower.	T'llah'chie	Tate.
Balance........	$ 306 30	$ 12 41	$ 135 98	$ 1425 08	$ 984 73	$ 354 69	$.........	$ 45 94	$ 4606 42
State distribution.........	1415 47	9892 73	5925 09	6750 48	5568 43	5427 91	5599 85	9206 27	10,819 76
Polls	690 50	3771 37	2809 63	1117 34	2696 60	2694 66	1810 02	1592 20	3208 76
Institute...............	10 00	105 50	177 16	80 69	122 34	43 25	20 50	71 00	90 50
Township...............	....	1083 09	238 07	4567 09	150 52	522 04	2035 83	728 06	....
Chickasaw.............	458 00	....	....	....	1554 16	....	....	16 60	2230 00
Old warrants	....	....	....	....	....	....	....	....	....
County levy............	....	....	....	2368 24	....	....	....	2065 97	2470 17
City levy	....	....	....	....	....	....	....	245·15	....
Buildiug fund (city).......	....	....	....	....	....	....	....	....	....
Tuition fees.............	....	....	....	....	....	....	....	75 85	....
County pupils in city......	....	....	....	....	....	....	....	....	....
Other sources...........	100 00	....	74 25	....	....	35 56	196 80	....	(f) 157 00
2 and 3 per cent. fund.....	....	....	128 05	....	34 21	....	....	....	411 82
Total...............	$ 2980 27	$ 14,865 10	$ 9403 98	$ 16,317 92	$ 11,110 99	9078 11	d.$9663 00	$ 14,047 04	$ 23 994 43

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS.—CONTINUED.

DISBURSEMENTS.

County Superintendent....	$ 199 90	$ 480 00	$ 500 00	$ 720 00	$ 300 00	$ 411 00	$ 420 00	$ 580 00	$ 689 16
Principal or City Supt.....	....	....	....	....	....	....	....	....	540 00
Teachers...............	(a) 2576 10	12,351 07	7610 34	8935 35	7562 18	7682 15	(d) 6580 50	11,131 65	17,976 25
Treasurers............	66 85	341 61	227 71	256 12	252 14	210 21	199 82	319 50	353 59
Examiners.............	46 00	141 50	154 25	131 50	155 00	121 75	34 75	189 50	182 10
School Board..........	....	33 00	27 00	21 00	30 00	30 00	9 00	23 36	15 00
Conductors...............	....	80 00	(b) 95 15	40 00	80 00	40 00	80 00	80 00	80 00
Institute contingent.......	....	14 00	70	4 00	(c) 7 10	....	....	5 00	....
Township school..........	....	639 99	....	2672 52	20 00	214 37	837 50	(e) 511 91	....
Incidentals..............	42 50	16 00	20 40	....	49 30	....	(d) 647 72	281 12	39 35
Old warrants.............	....	....	12 00	....	1518 72	....	216 00	....	68 00
Fuel and janitor..........	....	....	....	....	....	....	....	28 85	....
Rent and repairs..........	....	....	....	....	52 01	....	....	40 00	....
Interest on bonds........	....	....	....	....	....	....	....	....	....
Building................	....	....	15 00	....	....	....	177 17	....	103 50
Assessor................	25 20	158 68	....	91 98	95 84	....	84 75	....	157 00
Total	$ 2916 55	$ 14,255 85	$ 8662 55	$ 12,872 47	$ 10,122 29	$ 8709 48	$d 9287 20	$ 13,630 89	$ 19,663 95
Balance.................	63 72	609 25	741 43	3445 45	988 70	368 63	(d) 375 80	416 15	4330 48
Deficit..................	....	....	....	....	....	250 00	....	....	....
Unpaid warrants........	....	....	22 10	....	73 05	153 00	571 00	....	....
Building bonds out......	....	....	....	....	....	....	....	....	....

(a) All warrants are included in the $2576 10. (b) Includes $15.15 to State Superintendent for Lake Normal. (c) Refunded Institute fees to teachers, April, 1894. (d) Taken from treasurer's report. (e) Includes $75.91 land redemptions, and $336 paid teachers. (f) General county funds not included in Co. Treasurer's report. This amount was paid assessor for enumeration of 1894.

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—CONTINUED.

RECEIPTS.

	Tippah.	Tishomi'go	Tunica.	Union.	Warren.	Washi'gton	Wayne.	Webster	Wilkinson
Balance	$ 4378 57	$ 796 36	$ 4862 55	$ 1591 98	$ 6566 39	$ 4613 66	$ 840 25	$ 381 78	$ 487 79
State distribution	6664 11	3375 15	5299 31	7408 33	18,295 84	23,388 67	5298 76	5756 52	9123 50
Polls	2442 46	1880 48	1424 02	3405 18	5644 36	2397 35	2158 93	3068 52	3276 69
Institute	162 34	(s) 41 93	40 00	119 70	109 50	197 28	92 81	98 75	55 00
Township	153 07	....	....	....	2222 27	(x) 4762 62	696 08	313 90	95 13
Chickasaw	2482 00	2386 00	2302 00	2579 12	....	....	....	....	....
Old warrants	....	272 06	....	....	....	....	....	....	....
County levy	....	....	....	....	4518 16	....	....	....	....
City levy	....	717 86	....	609 52	5733 14	3871 98	....	519 05	1333 50
Building fund, (city)	....	....	....	217 57	....	....	....	....	727 45
Tuition fees	....	....	....	57 55	....	....	....	464 59	41 75
County pupils in city	....	292 60	....	....	....	790 00	....	197 00	224 60
Other sources	....	....	2265 55	....	753 21	(e) 3594 55	129 13	....	3500 00
2 and 3 per cent. fund	....	124 89	....	....	26 43	....	....	....	....
Total	$ 16,282 55	$ 9887 33	$ 16,193 43	$ 15,988 95	$ 53,869 27	$ 43,616 11	$ 9215 96	$ 10,800 31	$ 19,278 98

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—Continued.

DISBURSEMENTS.

County superintendents	$ 595 20	$ 323 20	$ 480 00	$ 473 55	$ 800 00	$ 800 00	$ 376 34	$ 299 72	$ 800 00
Principal or city supt	....	....	....	....	1500 00	1350 00	....	450 00	777 00
Teachers	12,126 95	7585 57	10,259 50	12,753 36	29,716 50	29,432 45	6849 35	8859 39	11,641 54
Treasurers	297 60	193 35	284 37	266 53	76 79	492 99	202 12	272 73	348 14
Examiners	132 35	124 50	243 75	127 00	165 30	192 25	144 00	132 25	102 75
School board	30 00	45 00	54 00	30 00	30 00	9 00	27 00	12 00	18 00
Conductors	45 50	40 00	40 00	75 00	80 00	50 00	70 00	80 00	80 00
Institute contingent	....	....	400 00	....	8 00	....	4 10	3 20	....
Township schools	....	....	....	....	1286 00	(b)3138 60	231 25	....	....
Incidentals	34 28	95 06	....	21 15	2508 32	(c) 800 98	49 83	62 65	647 83
Old warrants	(a) 116 79	439 58	202 00	44 00	(z) 1837 86	(d) 715 34	12 00	....	....
Fuel and janitor	....	....	....	51 40	2058 70	494 02	....	51 56	60 00
Rent and repairs	....	....	539 34	32 86	1031 24	350 00	....	....	15 05
Interest on bonds	....	....	....	219 00	....	900 00	....	12 37	163 31
Building	....	37 60	777 95	....	5635 94	314 60	108 65	....	3534 28
Assessor	....	65 38	79 60	....	....	....	86 76	105 30	....
Total	$13,378 67	$ 8949 25	$13,360 51	$14,093 85	$46,734 66	$39,040 23	$ 8161 40	$10,341 17	$18,188 90
Balance	2903 88	938 09	2832 92	1895 10	7134 61	4575 88	1054 56	459 14	1090 08
Deficit	....	....	....	....	861 85	....	....	....	....
Unpaid warrants	....	26 60	698 00	92 75	252 60	....	....	....	....
Building bonds out	....	....	....	....	....	....	....	....	....

(a) Amount of overcharge of institute fund in 1892-'93, the balance carried forward in school fund and also in inst. fund and thus charged twice. (b) Includes 1868.70 for building and $485 for attorney's fees. (c) Attorney's and clerk's fees and other incidentals. (d) In Greenville. (e) Includes $2256.62 priv. tax, $1300.00 from township fund and $37.93 land redemption. (e) "Since treasurer's report was made I have collected $9 on last year's examination fees, and $1 old delinquents, making $10 deficit on examination fees.—F. T. Carmack, Supt." (x) Taken from treasurer's report. Supt. reports $4802.14, and reports $10 less than treasurer from State distribution, giving $20,617.32. (z) Paid to township fund.

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—CONTINUED.

RECEIPTS.

	Winston.	Yalobusha.	Yazoo.
Balance	$ 150 98	$ 578 92	$ 3823 06
State distribution	6778 16	8076 72	21,660 13
Polls	2601 54	2520 97	3552 14
Institute	66 50	50 00	176 30
Township	....	....	2425 18
Chickasaw	....	1358 00	....
Old warrants	....	2167 55	....
County levy	....	....	3752 24
City levy	....	3263 77	5728 78
Building fund (city)	....	348 52	....
Tuition fees	....	55 00	92 95
County pupils in city	....	500 00	236 27
Other sources	210 15	1041 13	193 60
2 and 3 per cent. fund	....	....	....
Total	$ 9807 33	$ 19,960 58	$ 41,640 65

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—Continued.

DISBURSEMENTS.

County Superintendent	$ 300 00	$ 525 50	$ 799 92
Principal or City Superintendent	....	1595 00	900 00
Teachers	8566 65	12,652 90	28,479 43
Treasurers	241 65	243 15	431 42
Examiners	146 50	174 75	367 50
School Board	9 00	45 00	48 00
Conductors	65 00	70 00	90 00
Institute contingent	....	3 00	(a) 49 00
Township schools	....	....	1016 65
Incidentals	46 61	116 17	916 22
Old warrants	....	1356 00	3402 52
Fuel and janitor	....	389 00	508 07
Rent and repairs	....	551 76	314 11
Interest on bonds	....	380 00	429 40
Building	....	....	....
Assessor	110 14	131 20	143 29
Total	$ 9475 55	$ 18,233 43	$ 37,895 53
Balance	331 78	1727 15	3745 12
Deficit	....	....	....
Unpaid warrants	180 00	616 40	1699 97
Building bonds out	....	2800 00	10,220 00

(a) Includes $40 for teachers' library.

COUNTY TREASURERS' REPORTS 1894-5.

RECEIPTS.

	Adams.	Alcorn.	Amite.	Attala.	Benton.	Bolivar.	Calhoun.	Carroll.	Chickasaw.
Balance..................	$13,687 09	$ 2580 76	$ 38 66	$ 1699 59	$ 638 30	$ 2322 08	$ 2635 78	$(s) 56 34	$ 3082 49
State distribution.........	10,624 70	5401 12	9106 00	14,255 53	6009 82	19,319 83	7345 49	10,120 87	9425 41
Polls..................	1812 00	2218 36	3748 44	4200 10	1775 10	1727 30	2868 96	3791 73	2312 27
Institute fund....	110 30	87 00	121 86	247 70	97 03	127 22	108 00	117 69	414 40
Township..............	....	....	197 73	222 67	....	660 91	8 00	462 48	....
Chickasaw..............	....	2124 00	....	....	2152 00	....	2762 80	....	2683 00
Old warrants levy........	....	....	....	....	....	....	....	....	(d) 58 05
County levy.............	....	....	....	....	....	....	....	....	....
2 and 3 per cent. fund.....	....	....	323 14	....	....	....	....	93 68	....
Other sources..........	....	....	....	....	6 75	(a) 725 63	....	(c) 100 40	....
Total...............	$26,234 09	$12,412 24	$13,535 83	$20,625 59	$10,679 00	$24,882 97	$15,729 03	$14,743 19	$17,975 62

DISBURSEMENTS.

Superintendent	$ 514 20	$ 485 40	$ 459 00	$ 447 25	$ 467 50	$ 799 92	$ 300 00	$ 600 00	$ 540 00
Teachers	10,215 60	8325 44	11,439 33	15,059 55	9179 88	19,921 25	13,112 30	12,864 15	13,156 89
Treasurer	212 03	245 25	287 56	311 43	250 87	399 88	327 33	169 04	358 61
Examiners	166 50	157 25	163 50	225 50	129 50	225 50	187 70	170 00	195 75
School Board	30 00	12 00	45 00	36 00	42 00	15 00	30 00	48 00	42 00
Institutes	86 50	84 40	87 60	88 00	75 00	81 75	82 50	81 00	88 00
Township schools	....	....	....	....	....	(b) 321 86	....	424 56	(f) 40 50
Building	129 75	....	....	....	....	50 00	....	10 55	187 00
Incidentals	55 59	28 02	34 76	3 55	10 50	143 05	58 97	23 90	72 70
Old warrants	....	....	....	....	91 00	1993 92	....	....	....
Assessor	....	106 16	....	....	91 30	....	....	....	(e) 159 70
Separate school district	322 65	310 93	90 20	203 00	....	....	....	....	515 53
Total	$11,732 82	$ 9754 85	$12,606 95	$16,374 28	$10,337 55	$24,019 13	$14,098 80	$14,391 20	$15,356 68
Total balance	14,501 27	2657 39	928 88	4251 31	341 45	863 84	1630 23	351 99	2618 94
School fund balance	14,478 18	2656 96	376 63	4091 61	321 73	479 32	1604 73	194 25	2333 04
Institute balance	23 00	43	33 11	159 70	19 72	45 47	25 50	36 69	285 90
Township balance	....	....	196 00	....	....	339 05	....	37 92	....
Building fund	....	....	323 14	....	....	....	....	83 13	....
Unpaid warrants	....	....	....	....	151 40	....	....	....	....

(a) Extra levy of $1.00 on polls. (b) Includes $101.93 paid on litigation, 16th section. (c) Includes $67.90 "omitted from last report," and $32.50 transferred from general county fund. (d) From Okolona on salary of County Superintendent. (e) "Our board say it is right to pay assessors out of school fund, and so ordered."—J. F. Thompson. (f) "The $40.50 error here reported was an absolute error, and no other explanation can be given."—J. F. Thompson, Co. Treas. (s) This balance is $24.48 short. Treasurer's report for 1893-4 should this balance forward to be $80,82.

COUNTY TREASURERS' REPORTS—CONTINUED.

RECEIPTS.

	Choctow.	Claiborne.	Clarke.	Clay.	Coahoma.	Copiah.	Covingt'n.	Desoto.	Franklin.
Balance	$ 590 12	$ 74 06	$ 16 84	$ 1129 35	$ 4524 11	$ 99 98	$ 756 98	$ 2766 34	$ 30 30
State distribution	5300 08	9404 41	7742 43	8867 76	9208 88	9477 93	3989 88	11,139 65	6449 36
Polls	2764 50	3180 88	3524 30	1904 22	1249 94	5978 46	2548 32	3181 58	2255 70
Institute fund	85 00	226 24	97 01	118 10	230 05	476 00	60 00	127 55	....
Township	88 34	117 24	69 36	....	....	333 70	501 50	....	448 49
Chickasaw	....	....	....	1877 00	....	....	....	2586 00	....
Old warrants levy	....	....	....	....	....	....	....	....	....
County levy	....	3542 31	3547 46	....	....	....	....	....	....
2 and 3 per cent. fund	....	....	180 44	....	(b) 604 21	25 20	....	....	....
Other sources	....	7 90	93 65	(a) 1369 09	405 00	....	39 40	(d) 714 30	....
Total	$ 8828 04	$ 16,553 04	$ 15,271 49	$ 15,265 52	$ 16,222 19	$ 16,391 27	$ 7905 89	$ 20,515 42	$ 9178 85

COUNTY TREASURERS' REPORTS—CONTINUED.

DISBURSEMENTS.

Superintendent	$ 319 15	$ 824 24	$ 450 00	$ 521 52	$ 805 95	$ 600 00	$ 275 00	$ 600 00	$ 330 00
Teachers	7512 45	14,559 45	13,271 90	13 158 65	9121 00	13,140 64	6342 23	15 377 08	7441 89
Treasurer	205 64	313 81	307 33	345 83	126 94	252 05	172 00	349 01	223 91
Examiners	128 00	206 75	144 00	177 50	118 25	231 50	125 50	173 00	90 75
School Board	45 00	15 00	12 00	45 00	9 00	15 00	42 00	45 00	15 00
Institutes	75 00	116 75	70 00	94 00	93 75	150 85	72 50	99 45	10 00
Township schools	34 76	....	42 83	....	....	82 10	254 30	....	....
Building	....	....	258 09	5 85	....	17 00	....	1428 60	....
Incidentals	9 46	153 00	18 10	54 13	21 95	17 69	7 69	89 58	43 78
Old warrants	....	....	....	184 29	....	....	....	30 00	....
Assessor	....	....	....	146 66	5 16	220 70	....	168 42	100 58
Separate school districts	....	154 70	279 00	454 91	207 80	1084 57	....	....	....
Total	$ 8329 46	$ 16,343 70	$ 14,916 25	$ 15,188 34	$ 10 509 80	$ 15,812 07	$ 7291 22	$ 18,360 14	$ 8555 91
Total balance	498 58	209 34	355 25	695 29	5712 39	579 20	614 67	2155 28	622 94
School fund balance	420 71	101 25	....	671 19	4971 88	....	389 35	2127 18	180 88
Institute balance	24 39	108 09	27 01	24 10	136 30	322 75	....	28 10	....
Township balance	53 48	....	26 53	....	(c) 604 21	248 25	225 32	....	442 06
Building fund	....	....	301 71	....	....	8 20	....	....	....
Unpaid warrants	....	....	....	618 11	....	....	....	....	....

(a) Includes $1169.87 fines and forfeitures, $14.93 land redemptions and $184.29 outstanding warrants of 1893 and 1894 recharged. (b) Balance for old warrants. (c) Special levy to pay old warrants. (d) Contributed by patrons for building.

COUNTY TREASURERS' REPORTS—Continued.

RECEIPTS.

	Greene.	Grenada.	Hancock.	Harrison.	Hinds.	Holmes.	Issaquena.	Itawamba.	Jackson.
Balance	$ 1425 54	$ 810 08	$ 307 12	$ 396 95	$ 7808 17	$ 2522 70	$ 4823 53	$ 3404 87	$ 2461 56
State distribution	2381 54	6538 53	3251 40	4221 38	20,574 40	15,378 49	6275 70	3113 44	6162 95
Polls	1018 94	(c) 1792 56	1439 48	1760 98	4907 70	3623 74	1186 00	2739 28	2518 24
Institute	18 00	93 00	25 00	107 74	320 46	296 80	114 70	119 48	46 00
Township	....	332 97	192 54	1509 88	2926 74	2951 30	(d) 1764 81	2832 00	1790 67
Chickasaw	....	....	....	....	....	....	....	....	....
Old warrants	....	....	....	....	....	....	....	....	....
County levy	2184 88	....	....	....	2350 92	....	....	....	....
2 and 3 per cent. fund	....	....	....	....	....	2 05	....	....	123 60
Other sources	13 00	175 56	....	....	....	....	....	(a) 393 43	258 50
Total	$ 7041 90	$ 9742 70	$ 5215 54	$ 7996 93	$ 38,888 39	$ 24,775 08	$ 13,624 74	$ 12,602 50	$ 13,361 52

COUNTY TREASURERS' REPORTS.—CONTINUED.

DISBURSEMENTS.

Superintendent	$ 150 00	$ 550 00	$ 328 70	$ 442 31	$ 733 26	$ 800 00	$ 566 65	$ 350 00	$ 715 17
Teachers	4965 25	7266 35	4301 15	5010 71	29,972 24	16,412 44	7554 50	11,611 75	8790 25
Treasurers	139 71	108 79	117 89	126 77	....	277 46	201 66	236 28	231 33
Examiners	52 00	140 75	71 00	134 75	280 25	233 50	138 50	109 00	126 00
School board	15 00	....	12 00	15 00	30 00	27 00	39 00	30 00	15 00
Institutes	35 00	90 00	40 98	44 00	50 00	102 68	40 00	(s) 94 00	40 00
Township schools	....	....	....	294 05	2234 79	1542 65	....	....	312 00
Building	....	....	....	....	1037 00	1571 75	65 68	....	90 00
Incidentals	34 75	7 85	31 87	(b) 284 24	....	37 85	74 29	44 40	60 60
Old warrants	....	....	....	....	....	....	(e) 101 40	....	....
Assessor	....	....	....	120 56	352 62	....	86 48	92 00	....
Separate school district	....	....	....	60 58	1770 50	459 45	....	....	....
Total	$ 5391 71	$ 8163 74	$ 4903 59	$ 6532 97	$ 36,460 66	$ 21,464 78	$ 8868 16	$ 12,567 43	$ 10,380 35
Total balance	1650 19	1578 96	311 95	1463 96	2427 73	3310 30	4756 58	35 07	2981 17
School fund belance	1650 19	1546 86	119 41	264 77	1465 32	1902 05	3009 71	12 09	1474 08
Institute balance	....	3 00	....	61 84	270 46	162 62	73 09	22 98	6 00
Township balance	....	29 10	192 54	912 26	691 95	1408 65	1673 93	....	1467 49
Building fund	....	....	....	225 09	....	....	....	....	33 60
Unpaid warrants	....	....	....	....	....	....	....	....	....

(a) Includes $247.50 fines and forfeitures, $137.10 interest on notes and $8.83 land redemptions. (b) Paid out of township funds for abstracting titles, etc. (c) Includes $29.10 polls, which Treasurer reports as omitted from the statement. See note at end of statistics. (d) See note at end of statistics. (e) "Polls on hand included in amount brought forward." Livingston Peyton, Treasurer. (s) $50 for library.

COUNTY TREASURERS' REPORTS—CONTINUED.

RECEIPTS.

	Jasper.	Jefferson.	Jones.	Kemper.	Lafayette.	Laud'dale.	Lawrence.	Leake.	Lee.
Balance	$ 1 33	$ 439 99	$ 1773 30	....	$ 264 82	$ 1835 50	....	(s)$1129 53	$ 3737 25
State distribution	7482 37	9696 53	4977 94	9747 39	9792 60	12,046 05	6754 77	7311 24	8950 46
Polls	3536 62	3538 28	2135 92	3753 90	3788 82	5075 35	3195 20	3072 13	2944 20
Institute	44 85	107 30	61 52	234 50	113 50	349 38	80 00	184 85	(e) 121 08
Township	26 65	1159 14	....	63 60	....	....	754 35	189 98	....
Chickasaw	....	....	....	....	3627 00	....	....	....	2403 00
Old warrants	....	....	....	....	....	....	....	....	....
County levy	....	....	....	....	....	....	....	....	....
2 and 3 per cent. fund	....	....	....	431 00	....	153 43	....	....	....
Other sources	406 12	369 66	....	....	(c) 477 55	....	....	190 00	578 41
Total	$ 11,497 94	$ 15,310 90	$ 8948 68	$ 14,230 39	$ 18,064 29	$ 19,459 71	$ 10,784 32	$ 12,077 73	$ 18,734 40

DISBURSEMENTS.

Superintendent	$ 409 32	$ 650 00	$ 345 00	$ 468 00	$ 561 96	$ 750 00	$ 410 00	$ 400 00	$ 590 88
Teachers	9822 49	11,426 65	6482 55	12,920 63	14,818 96	17,129 65	8906 56	9425 83	16,085 92
Treasurers	277 25	272 82	179 35	344 16	328 53	212 36	250 75	264 32	285 91
Examiners	143 25	108 25	102 00	228 25	183 50	268 50	254 25	158 00	194 50
School board	15 00	12 00	24 00	30 00	45 00	45 00	15 00	45 00	12 00
Institutes	72 85	94 25	44 00	(b) 115 00	(d) 111 00	215 00	74 50	(x) 106 90	94 25
Township schools	....	(a) 821 40	....	4 85	....	....	194 30	46 35	....
Building	40 00	20 00	....	....	....	10 00	129 86	....	....
Incidentals	11 27	....	10 41	....	72 50	28 00	....	46 22	282 02
Old warrants	146 33	77 71	....	....	....	524 39	....	335 65	....
Assessor	128 82	....	....	....	....	....	115 42	120 10	164 86
Separate school districts	....	....	28 50	....	119 63	....	....	....	460 41
Total	$11,066 58	$13,472 16	$ 7215 91	$14,110 89	$16,240 83	$19,182 90	$10,350 64	$10,948 37	$18,170 65
Total balance	431 36	1838 74	1732 77	119 50	1823 46	276 81	433 69	1129 36	563 75
School fund balance	25 24	1139 24	1716 78	....	1820 96	98	....	907 78	536 92
Institute balance	....	12 07	15 99	119 50	2 50	132 40	3 50	77 95	26 83
Township balance	....	337 74	....	....	....	....	430 19	143 63	....
Building fund	406 12	349 69	....	....	....	143 43	....	....	....
Unpaid warrants	90 50	....	....	1000 00	....	....	40 00	7 90	....

(a) Includes $175.98 repairs on house in T. 10, R. 1 East, and $11.85 paid on warrants 16th section, 1894. (b) Includes $35 spent for library. (c) $42 35 county line schools. (d) Includes $33 00 for library. (e) Includes $2.45 balance forward from last year. This balance is given as $245 in this report, on page 109, which is an error. (s) See Notes at end of statistics. (x) Includes $31 90 reported as incidental expenses of Institutes, and "comprise credits which should have been taken in previous years, but were not."—R. Moore, Treasurer.

COUNTY TREASURERS' REPORTS—Continued.

RECEIPTS.

	Leflore.	Lincoln.	Lowndes.	Madison.	Marion.	Marshall.	Monroe.	Montg'ry.	Neshoba.
Balance	$ 46 25	$ 119 91	$ 2048 09	$ 964 23	$ 624 25	$ 14,514 28	$ 3478 03	$ 383 24	....
State distribution	8177 72	7791 98	14,171 16	14,661 17	4653 02	13,765 37	15,606 24	6852 10	$ 5198 35
Polls	2461 45	3183 54	2063 19	2920 91	3142 80	3386 50	3129 00	2712 93	2775 91
Institute fund	63 50	77 44	157 95	206 35	93 18	405 47	259 80	125 23	37 20
Township	1022 08	381 97	808 09	1196 83	1777 86	....	695 53	....	80 00
Chickasaw	....	....	....	....	....	3709 06	2060 00	....	....
Old warrants	....	....	....	....	....	....	....	161 56	....
County levy	....	....	....	1403 48	....	....	....	....	....
2 and 3 per cent fund	....	....	....	....	....	....	....	400 72	....
Other sources	942 00	24 75	....	(b) 250 00	36 00	213 60	75 00	....	....
Total	$ 12,713 00	$ 11,579 59	$ 19,248 48	$ 21,604 97	$ 10,327 11	$ 35,994 28	$ 25,303 60	$ 10,635 78	$ 8091 46

COUNTY TREASURERS' REPORTS—CONTINUED.

DISBURSEMENTS.

Superintendents	$ 480 00	$ 440 00	$ 360 00	$ 700 00	$ 436 20	$ 694 69	$ 540 00	$ 360 00	$ 260 00
Teachers	10,110 50	9787 86	14,970 00	17,011 00	7339 73	25,449 28	19,494 23	7671 25	7386 11
Treasurers	211 77	282 38	317 17	223 64	208 34	341 67	373 55	239 12	201 35
Examiners	179 50	191 25	224 50	238 50	107 50	196 50	244 50	214 75	94 00
School Board	33 00	42 00	18 00	12 00	66 00	30 00	9 00	24 00	30 00
Institute	61 25	75 00	85 18	146 56	89 61	127 89	44 00	84 00	40 00
Township schools	456 75	246 42	89 60	800 33	418 13	....	....	....	80 00
Building	....	....	492 75	550 00	39 48	....	270 00	5 00	....
Incidentals	489 76	13 30	176 78	70 31	41 17	137 30	313 28	26 50	....
Old warrants	....	....	....	....	56 50	....	45 00	92 50	....
Assessor	....	....	....	219 96	93 24	....	244 62	....	....
Separate school districts	337 50	349 35	303 00	200 25	....	1102 18	382 80	....	....
Total	$ 11,360 03	$ 11,427 56	$ 17,036 98	$ 20,172 55	$ 8895 90	$ 28,079 51	$ 21,960 98	$ 8717 12	$ 8091 46
Total balance	352 97	152 03	2211 50	1432 42	1431 21	7914 77	3342 62	1918 66	....
School fund balance	....	53 60	1451 54	974 13	141 45	7637 19	2598 34	1316 10	....
Institute balance	....	81	41 47	59 79	1 77	277 58	50 53	41 00	....
Township balance	352 97	97 62	718 49	398 50	1287 99	....	693 75	(a) 161 56	....
Building fund	....	....	....	....	....	....	....	400 72	....
Unpaid warrants	....	....	....	....	....	....	....	....	....

(a) Special fund for old warrants. (b) Contributed by patrons for building.

COUNTY TREASURERS' REPORTS.—CONTINUED.

RECEIPTS.

	Newton.	Noxubee.	Oktibbeha.	Panola.	Pearl River	Perry.	Pike.	Pontotoc.	Prentiss.
Balance..................	$ 1555 52	$ 3960 21	$ 2706 82	$ 3184 44	$ 2757 38	$ 427 16	$ 369 95	$ 1725 83	$ 1048 84
State distribution	7286 83	15,839 78	8749 16	14,323 35	1408 58	3032 75	7965 71	7346 49	6221 10
Polls	3957 64	2802 84	2388 14	3608 40	1039 84	1831 90	3898 91	3270 18	2607 95
Institute fund...........	195 55	230 13	37 50	274 13	....	35 00	120 00	125 03	144 35
Township	294 25	....	459 90	....	1220 94	....	....	....	489 80
Chickasaw	....	....	....	3455 00	....	....	....	2694 00	2218 00
Old warrants.............	....	....	....	....	....	....	....	....	....
County levy..............	....	....	....	1884 64	617 08	....	....	....	....
2 and 3 per cent. fund.....	488 64	16 70	233 83	....	....	....	....	....	....
Other sources............	99 00	....	....	....	167 05	....	699 15	(b) 360 48	....
Total................	$ 13,877 43	$ 22,849 66	$ 14,575 35	$ 26,829 96	$ 7220 87	$ 5326 81	$ 13,053 72	$ 15,522 01	$ 12,730 04

COUNTY TREASURER'S REPORTS—Continued.

DISBURSEMENTS.

Superintendent	$ 400 00	$ 733 94	$ 574 71	$ 800 00	$ 265 54	$ 278 70	$ 438 15	$ 590 00	$ 374 62
Teachers	11,040 65	18,560 82	11,208 81	19,739 45	5215 01	3837 93	10,690 23	13,027 82	10,055 73
Treasurers	290 93	356 94	279 53	387 22	81 05	122 47	256 90	347 39	288 33
Examiners	182 00	228 50	162 00	228 50	103 45	166 50	218 50	178 50	195 50
School Board	48 00	15 00	30 00	15 00	13 50	12 00	30 00	15 00	45 00
Institutes	97 00	128 11	37 50	94 00	....	35 00	84 00	80 00	51 82
Township schools	211 35	....	....	....	386 92	....	....	....	....
Building	....	....	16 90	....	....	....	....	....	....
Incidentals	18 80	13 52	21 30	(a) 75 96	....	54 16	....	21 58	21 45
Old warrants	....	(s) 1035 13	....	....	....	152 40	210 76	....	....
Assessor	....	....	....	....	....	....	....	....	....
Separate school districts	55 20	482 26	432 67	525 00	67 40	90 00	658 44	387 35	336 02
Total	$ 12,343 93	$ 21,554 22	$ 12,763 42	$ 21,865 13	$ 6132 87	$ 4749 16	$ 12,586 98	$ 14,647 64	$ 11,368 47
Total balance	1533 50	1295 44	1811 93	4964 89	1088 00	577 65	466 74	(c) 874 56	1361 57
School fund balance	870 76	1176 72	1595 00	4817 08	253 98	577 65	430 74	831 53	1269 04
Institute balance	96 11	102 02	....	147 81	....	....	36 00	43 03	92 53
Township balance	77 99	....	....	....	834 02	....	....	....	....
Building fund	(x) 488 64	16 70	216 93	....	....	....	....	....	....
Unpaid warrants	107 00	587 23	273 50	214 50	....	108 00	574 52	....	....

(a) Includes $27.40 teachers' library. (b) Interest on Chickasaw money loaned. (c) Balance reported is 19 cents too large. (s) Includes $349.23 "paid school warrants of 1893–4 and omitted from last report." See notes after statistical tables. (x) Belongs to deficit fund.

COUNTY TREASURERS' REPORTS.—CONTINUED.

RECEIPTS.

	Quitman.	Rankin.	Scott.	Sharkey.	Simpson.	Smith.	Sunflower.	T'llah'chie	Tate.
Balance..................	$ 306 30	$ 12 41	$ 135 98	$ 1425 08	$ 743 49	$ 354 69	$.........	$ 45 94	$ 4606 42
State distribution.........	1415 47	9892 73	5925 09	6750 48	5568 43	5427 91	5599 85	9206 27	10,819 76
Polls	690 50	3771 37	2809 63	1117 34	2696 60	2694 66	1810 02	1491 50	3208 76
Institute fund............	10 00	105 50	177 16	89 69	122 34	33 25	20 50	71 00	90 50
Township................	....	1083 09	238 07	4567 09	391 76	522 04	2035 83	728 06	....
Chickasaw...............	458 00	....	....	....	....	....	....	16 60	2230 00
Old warrants	....	....	....	....	1554 16	....	....	....	....
County levy..............	....	....	....	2368 24	....	....	....	2065 97	2470 17
2 and 3 per cent. fund.....	....	....	128 05	....	....	....	....	....	411 82
Other sources.......... ...	100 00	....	....	....	34 21	35 56	196 80	....	....
Total...............	$ 2980 27	$ 14,865 10	$ 9403 98	$ 16,317 92	$ 11,110 99	$ 9068 11	$ 9663 00	$ 13,625 34	$ 23,837 43

COUNTY TREASURERS' REPORTS.—Continued.

DISBURSEMENTS.

Superintendent	$ 199 90	$ 480 00	$ 500 00	$ 720 00	$ 300 00	$ 411 00	$ 420 00	$ 480 00	$ 689 16
Teachers	2536 10	12,351 07	7610 34	8895 35	7562 18	7735 51	6580 50	10.746 65	17,976 25
Treasurers	66 85	341 61	227 71	256 12	252 14	210 21	199 82	319 50	353 59
Examiners	46 00	141 50	(s) 154 25	131 50	155 00	121 75	34 75	189 50	182 10
School Board	....	33 00	27 00	21 00	30 00	30 00	9 00	23 36	15 00
Institutes	....	94 00	95 85	44 00	87 10	40 00	80 00	85 00	80 00
Township schools	....	639 99	....	2712 50	20 00	214 37	837 50	511 91	....
Building	....	....	15 00	....	52 01	....	177 17	....	103 50
Incidentals	(a) 66 27	16 00	20 40	....	49 30	....	(b) 647 72	281 12	39 35
Old warrants	....	....	12 00	....	1518 72	....	216 00	....	68 00
Assessor	25 20	158 68	....	91 98	95 84	....	84 74	....	....
Separate school districts	....	....	....	....	....	....	....	572 15	....
Total	$ 2940 32	$ 14,255 85	$ 8662 55	$ 12,872 47	$ 10,122 29	$ 8762 84	$ 9287 20	$ 13,209 19	$ 19,506 95
Total balance	39 95	609 25	741 43	3445 45	988 70	305 27	375 80	416 15	4330 48
School fund balance	29 95	166 15	326 49	1544 31	604 47	....	3 52	300 00	4011 66
Institute balance	10 00	....	78 99	45 69	32 34	....	....	....	10 50
Township balance	....	443 10	232 90	1854 47	315 99	(x) 308 43	372 28	116 15	....
Building fund	....	....	113 05	....	....	....	....	....	308 32
Unpaid warrants	40 00	....	22 10	....	108 95	....	571 00	....	68 00

(a) Includes $23.77, error in previous report. (b) Includes $5 12 amount school fund overdrawn, as per last report. (s) $74.25 returned to treasurer by examiners is omitted here, and also from receipts. (x) This report is not certified by County Auditor.

COUNTY TREASURERS' REPORTS—CONTINUED.

RECEIPTS.

	Tippah.	Tishomi'go	Tunica.	Union.	Warren.	Washi'gton	Wayne.	Webster.	Wilkinson
Balance..................	$ 4378 57	$ 684 77	$ 4862 55	$ 1591 98	$ 2457 47	$ 4613 66	$ 840 25	$ 348 60	$ 487 79
State distribution..........	6664 11	3331 55	5299 31	6862 94	11,899 98	20,627 32	5298 76	5795 30	9348 10
Polls..................	2442 46	1773 28	1424 02	3192 66	2110 00	1573 35	2158 93	2832 67	3086 57
Institute fund.............	162 34	41 93	40 00	119 70	....	197 28	92 81	98 95	55 00
Township..............	153 07	....	....	....	2222 27	4762 62	696 08	....	95 13
Chickasaw..............	2482 00	2386 00	2302 00	2579 12	....	....	....	313 90	....
Old warrants levy.........	....	272 06	....	....	....	....	....	....	....
County levy............	....	....	....	....	4518 16	....	....	....	....
2 and 3 per cent. fund.....	....	124 89	....	....	26 43	....	....	....	....
Other sources............	....	....	2265 55	....	(e) 753 21	37 93	129 13	....	....
Total...............	$ 16,282 55	$ 8614 48	$ 16,193 43	$ 14,346 40	$ 24,787 52	$ 31,812 16	$ 9215 96	$ 9389 42	$ 13,072 59

COUNTY TREASURERS' REPORTS—CONTINUED.

DISBURSEMENTS.

Superintendent	$ 595 20	$ 292 60	$ 480 00	$ 426 00	$ 488 60	$ 800 00	$ 376 34	$ 283 22	$ 800 00
Teachers	12,126 95	5964 76	10,259 50	11,343 51	12,423 00	21,962 45	6849 35	7877 24	10,693 54
Treasurers	297 60	193 35	284 37	266 53	76 79	492 99	202 12	225 16	260 64
Examiners	132 35	124 50	243 75	127 00	165 30	192 25	144 00	132 25	102 75
School Board	30 00	45 00	54 00	30 00	30 00	9 00	27 00	12 00	18 00
Institutes	45 50	40 00	40 00	75 00	....	50 00	74 10	83 20	80 00
Township schools	....	....	....	....	1286 00	784 90	231 25	....	....
Building	....	37 60	(c) 1177 95	....	430 56	1868 70	108 65	....	25 00
Incidentals	34 28	53 11	539 34	20 80	74 44	1285 98	49 83	16 88	60 33
Old warrants	(a) 116 79	439 58	202 00	44 00	(s) 1837 87	....	12 00	....	....
Assessor	....	65 38	79 60	....	....	314 60	86 76	105 30	....
Separate school districts	....	482 40	....	228 37	....	790 00	....	197 00	224 60
Total	$13,378 67	$ 7738 28	$13,360 51	$12,561 21	$16,812 56	$28,550 87	$ 8161 40	$ 8932 25	$12,264 86
Total balance	2903 88	876 20	2832 92	1785 19	7974 96	3261 29	1054 56	457 17	807 73
School fund balance	2787 04	787 98	2792 92	1741 39	7012 26	1489 99	699 48	398 40	712 60
Institute balance	116 84	93	40 00	43 80	....	(d) 147 28	16 81	14 08	....
Township balance	....	....	....	....	936 27	1624 02	338 27	(x) 44 69	93 13
Building fund	....	87 29	....	....	26 43	....	....	....	....
Unpaid warrants	....	26 60	698 00	(b) 92 75	252 60	....	....	....	....

(a) By amount over-charges in institute fund. See report 1893-'94. (b) The institute incidentals $5.50 remain unpaid. (c) Includes $400 00 for charts. (x) Chickasaw fund balance. (d) "I am informed by county superintendent that there is an outstanding warrant drawn against the institute fund which, when paid, will leave balance of that fund just that much less.—Geo. B. Alexander, Co. Treas." (e) Includes $497.93 collected by Revenue Agent and $255.28 paid by patrons for building. (s) Paid township fund for rents erroneously applied to school fund a number of years ago.

COUNTY SUPERINTENDENTS' FINANCIAL REPORTS—CONTINUED.

RECEIPTS.

	Winston.	Yalobusha.	Yazoo.
Balance	$ 150 98	$ 554 63	$ 3597 02
State distribution	6778 16	6994 88	20,124 00
Polls	2601 54	1811 90	3253 38
Institute fund	66 50	50 00	176 30
Township	....	....	2425 18
Chickasaw	....	1358 00	....
Old warrants	....	2167 55	....
County levy	....	....	3752 24
2 and 3 per cent. fund	....	....	....
Other sources	210 15	68 95	....
Total	$ 9807 33	$ 13,005 91	$ 33,328 12

COUNTY TREASURERS' REPORTS—COUTINUED.

DISBURSEMENTS.

County Superintendent	$ 300 00	$ 456 55	$ 735 12
Teachers	8556 65	7967 90	23,138 43
Treasurers	241 65	243 15	431 42
Examiners	146 50	174 75	367 50
School Board	9 00	45 00	48 00
Institutes	65 00	73 00	139 00
Township schools	....	....	1016 65
Building	....	....	....
Incidentals	46 61	14 27	69 91
Old warrants	....	1356 00	3402 52
Assessor	110 14	131 20	....
Separate school districts	....	930 01	1036 27
Total	$ 9475 55	$11,391 83	$30,384 82
Total balance	331 78	1614 08	2943 30
School fund balance	....	1229 11	2191 89
Interest on balance	....	....	37 30
Township balance	....	(a) 384 97	608 53
Building fund	....	....	(c) 105 58
Unpaid warrants	180 00	(b) 616 40	1699 97

(a) Chickasaw fund. (b) Includes $365.70 Chickasaw and $250.70 school fund. (c) Belongs to supplemental fund, county levy.

COUNTY TREASURERS' REPORTS OF TOWNSHIP FUNDS,

COUNTIES.	Permanent Fund Held.	Balance Forward from 1894.	Receipts in 1895.	Total Amount Available for Township Sch'ls.	Amount Expended.	Balance Forward to 1896.
Amite	$ 274 38	$ 13 57	$ 173 36	$ 186 93	$ 1 73	$ 185 20
Attala	7377 50	....	222 67	222 67	222 67	....
Bolivar	7518 44	328 91	332 00	660 91	325 09	335 82
Carroll	5868 77	28 07	434 41	462 48	424 56	37 92
Choctaw	344 65	12 29	76 05	88 34	36 66	51 68
Claiborne	172 50	....	117 25	117 25	117 25	....
Clarke	70 97	5 76	63 60	69 36	42 83	26 53
Copiah	333 70	....	333 70	333 70	85 45	248 25
Covington	3084 35	257 86	243 64	501 50	276 18	225 32
Franklin	2313 74	225 62	222 87	448 50	6 43	442 06
Grenada	7270 00	....	332 97	332 97	332 97	....
Hancock	376 84	86 94	105 60	192 54	....	192 54
Harrison	11,418 04	1065 55	444 33	1509 88	597 62	912 26
Hinds	8445 37	1817 91	1108 83	2926 74	2234 79	691 95
Holmes	14,544 48	1276 87	1674 43	2951 30	1542 65	1408 65
Issaquena	3505 27	(a) 1225 55	539 26	1764 81	90 77	1674 04
Jackson	1510 31	1510 31	280 36	1790 67	323 18	1467 49
Jasper	....	....	26 65	26 65	26 65	....
Jefferson	11,474 43	410 64	748 50	1159 14	821 40	337 74
Kemper	....	....	63 60	63 60	63 60	....

Lawrence	$ 7298 55	$ 431 06	$ 323 29	$ 754 35	$ 324 16	$ 430 19
Leake	2496 35	99 46	90 52	189 98	46 35	143 63
Leflore	6775 00	201 10	837 62	1038 72	685 75	352 97
Lincoln	2336 00	151 72	230 25	381 97	284 35	97 62
Lowndes	3110 31	608 09	2598 55	3206 64	2488 15	718 49
Madison	8500 79	345 95	852 88	1198 83	800 33	398 50
Marion	7186 53	1309 77	468 09	1777 86	489 91	1287 95
Monroe	693 75	664 51	31 02	695 53	1 78	693 75
Montgomery	338 00	....	....	....	....	....
Neshoba	1039 00	....	80 00	80 00	80 00	....
Newton	1954 02	98 05	196 20	294 25	216 26	77 99
Oktibbeha	4480 12	....	459 90	459 90	459 90	....
Pearl River	5470 69	649 72	571 22	1220 94	386 92	834 02
Rankin	4102 44	431 21	651 88	1083 09	656 29	(c) 426 80
Scott	3118 49	30 92	207 15	238 07	5 17	232 90
Sharkey	4633 56	1770 22	2796 87	4567 09	2712 52	1854 57
Simpson	1794 00	241 24	150 52	391 76	75 77	315 99
Smith	1977 70	247 79	274 25	522 04	214 37	(d) 307 67
Sunflower	12,128 32	453 83	1582 00	2035 83	1663 55	372 28
Tallahatchie	16,338 86	466 06	262 00	728 06	611 91	116 15
Warren	9568 85	161 23	2061 04	2222 27	1286 00	936 27
Washington	....	2634 77	2127 85	4762 62	3138 60	1624 02
Wayne	4447 50	260 87	435 21	696 08	357 81	338 27
Wilkinson	95 13	....	....	....	....	....
Yazoo	1633 03	367 33	2057 85	2425 18	(e) 1816 65	608 53

(a) Treasurer reports this amount in school fund report, but in township report gives $363.19, and reports $448.49 as balance of interest and rent forward to 1896. (c) Treasurer reports balance forward as $443.10. (d) Reported by Treasurer as $308.43. (e) "T. 14—3 W. should be $211 'total paid out,' making total disbursements of township fund $1816.65. November 19. H. C. Phipps, Treasurer." (s) Webster county has some township fund, but the treasurer reports that it is still controlled by the Trustees, and that the Board of Supervisors have employed a lawyer to investigate titles,

FINANCIAL NOTES

—FROM—

SUPERINTENDENTS AND TREASURERS—1894-95

(FROM COUNTY TREASURERS.)

ATTALA—I have been absent several days, hence did not receive yours 11th inst., until now. You will find I have never made any 16th section township report. All of our 16th section interest is appropriated to the general common school fund. We have $7,000 in U. S. bonds at 4 per cent., which pay $280 per annum interest, which is put in the general school fund, but during the last scholastic year we neglected to clip the coupons and collect the interest on one year, hence had but 3 quarters' ($210) interest to report. The interest collected on 16th section fund lent out amounted to $12.67, making the $222.67 reported. I send enenclosed partial report, which shows we have no separate township fund. There was a move made to separate the 16th section fund and give each township its appropriate share, but the board of supervisors did not do it. Hoping this will explain the matter and prove satisfactory,

J. Q. BUCK, County Treasurer.

CLAY—After treating all warrants as paid, I have a balance of $77.18; but I have on hand now $695.29, with $618.11 of warrants to be paid.

L. J. HOWARD, Co. Treas.

COPIAH—Incidentals—Error last report in addition 35 cents, and I did not deduct my commissions of $2 from Institute fund; for library, $40; janitor, $18.50. T. E. GROOME, Co. Treas.

GRENADA—The $29.10 belongs to the total, and should be included. The item was left out through error, and was afterwards added.

R. H. TURNER, Co. Treas.

ISSAQUENA—As to the $1764.81 Township fund, that embraces amount forward from last report and all receipts for the year of the sixteenth-section fund. The credits are $65.68 paid for building school houses, (8); Coal, $11.69, (9), and commissions $13.60, which last amount is included in commissions (3), $90.77. We have no permanent fund, as I consider. All the sixteenth-section fund being derived from rents and loans of rents. The permanent fund "went the way of all things" years ago, and they "are not." The $101.40 "polls on hand and included in amount forward" is not claimed as a disbursement, though placed under head of disbursements. It is placed there because all the polls up to October 1 are placed in the amount forwarded to account of school fund, and I have still $101.40 on hand which ought to be counted in the school fund proper, and it is still reported as polls. I have to make a credit of it in order to show the true amount of school fund, as appears on my books and the auditor's books (county auditor.) LIVINGSTON PEYTON, Co. Treas.

LEAKE.—The incidentals for Institute fund comprise credits which should have been taken in previous years, but were not. These credits had to be taken in this report or carried over to next year, when a like difficulty would have confronted a new Treasurer and new State Superintendent. The figures given show the actual condition of the fund at the October report, 1895. R. MOORE, Co. Treas.

LEFLORE.—Two County Treasurers preceding me left our school fund and affairs in a very complicated state, all township funds being kept in a general account. The attorneys employed by the Board of Supervisors have not made complete reports of this fund, so I have been compelled to make estimates of amounts received, and keep them as straight as possible. R. T. JONES, Co. Treas.

NOXUBEE.—I have been delayed in my report by trying to balance with both County Superintendent and County Auditor, which was impossible, owing to the fact that in a former report the Board of Supervisors cancelled a warrant for which they failed to give me credit, and the error was not discovered until since the last meeting of said board, and the Auditor says that he cannot certify to my report if the error be corrected before the next meeting, two weeks hence. The correct amount paid in salaries to teachers is shown in report of County Superintendent. The difference is only slight, to-wit: $12.58.

J. E. ADAMS, Co. Treas.

NESHOBA—I desire to say that the amount of township interest being so small that the same has never been applied as directed by law.

W. A. TULLOS, Co. Treas.

PIKE.—In reply to the attached letter would say the register of school warrants and my reports to the board of supervisors shows:

Warrant No. 89 to town of Osyka for $43 68—paid.
Warrant No. 92 to town of Osyka for $34 40—paid.
Warrant No. 214 to town of Osyka for $25 68—paid.
Warrant No. 310 to town of Osyka for $15.21—paid.
Warrant No. 416 to town of Osyka for $15.21—paid.
Total, $134.18—paid.

Which is the amount I report as paid to Osyka.

C. E. ANDREWS, Co. Treas.

QUITMAN.—Yours of the 14th Inst. to hand. The error reported in county treasurer's report I cannot account for unless it was a warrant or warrants issued by order of the board of supervisors for some incidental expenses. Mr. Covington, the county auditor, and myself searched for it but failed to find it. L. P. PEDEN, Co. Treas.

SMITH—I have done the very best I could under the circumstances. I sent you my first report according to law without the signature of the clerk and I can't get him to sign them yet. If he won't sign the report I will bring you my book and you can examine it for yourself.

F. A. E. CORLEY, Co. Treas.

TIPPAH—We find that the institute fund in 1893-4 was charged to me twice and respectfully ask that I be allowed to have the benefit of credit for amount in this report.

J. A. PLUMMER, Co. Treas.

(FROM SUPERINTENDENTS.)

ATTALA—After about 4 days work we have the matter adjusted. One thing I call attention to, and that is the Treasurer's report does not show all the Institute fund on hand the first of October. As the examinations were held the last of September, it was not turned over before the first of October and does not appear in his report, while it does in mine.

T. J. FOWLER, Supt. of Ed.

Chickasaw.—Statement of institute fund for 1894–95. Number of teachers examined, 232; number of teachers who were examined twice but paid one fee, 28.

Amount collected in examinations	$102 00
Amount collected on two and three year licenses	3 00
Total amount collected	$105 00
Amount paid janitor at examinations	14 00
Amount paid for preparation for examination	6 00
Amount paid for lights, etc., for examination	2 70
Balance on hand of institute fund	83 20

I trust that this explanation will be satisfactory.

W. A. Wilkinson, Co. Sup't.

Clarke—The $80 polls is a balance from the district due the county for money paid to the district in 1893, when the district failed to draw its school fund from the state. A. Trotter, Co. Sup't.

DeSoto—In item 19, financial, you observe the treasurer has charged $15.45 as commissions on Institute fund deposited with him the last four years. Doubting the legality of this act, I objected to the charge, but leave the decision of the same with you.

L. J. Farley, Co. Supt.

Franklin—My balance forward is $5 more than that of treasurer. This difference is institute fund which I have not turned over to treasurer.

J. P. Jones, Supt.

Harrison—My pay certificates for Biloxi amount to $59 less than treasurer reports. J. S. Allison, Supt.

Lafayette—Twelve teachers failed to pay the institute fee last year, which accounts for the deficit in fund.

C. A. McCharen, Supt.

Lincoln—The $37.93 is included in the general disbursements of 16th section fund, which amounts to $284.35. The interest accruing on township fund goes into the school fund.

I. C. Smith, County Treasurer.

Neshoba—The Institute fund collected this year is not included in the treasurer's report. I had not paid it over when his report was made.

C. L. McKay, Superintendent.

Quitman—There is a discrepancy of $23.77 between the treasurer's report and mine. He seems to think it grows out of some error in a former report but is unable to detect where the error is.

T. J. Williams, Superintendent.

Smith—The treasurer informs me that he made a mistake of $10 in reporting Institute fund to you, which he corrects in his report to me and asks that you correct his report or return to him for correction.

J. A. Huff, Superintendent.

Wayne—If the $12 warrant is included in disbursements, the balance forward will be $1054.56, as the treasurer claism.

W. E. Lloyd, Superintendent.

REPORTS OF INSTITUTE CONDUCTORS.

DISTRICT II.

W. H. KER, Conductor.

TALLAHATCHIE COUNTY.

COLORED INSTITUTE.—From July 30 to August 3, inclusive.

(*a*) Great interest manifested by the colored teachers of the county, nearly all of whom were present. The county superintendent was very attentive and did everything possible to make the institute a success, but, at my suggestion, he spent most of his time with the white institute, where I thought he could do the most good. Very little interest manifested by the people in the institutes.

(*c*) To suit the evident needs of the teachers present, I made my instruction as simple as possible, and confined myself to practical methods of teaching the most important elementary branches, to discussions of school and class management, and to special instruction in difficult parts of the text-books.

(*b*) I attempted nothing under this head in the colored institute, but co-operated fully with Prof. Smith and the county superintendent in bringing these matters before the white teachers and citizens, and in persuading the latter to do the good work that was done.

(*d*) Some parts of the syllabus were entirely suited to the work that I thought it best to undertake in this institute, but much of it was comparatively useless. Only a few teachers were above the average of the colored teachers that I have met, and only one, Drinkwater, was very noticeable for scholarship.

PANOLA COUNTY—*White Institute.* From August 6 to 10, inclusive.

(*a*) Judging from the small attendance, teachers' institutes are at a decided discount with the white teachers of Panola county, and, judging from the expressive silence that generally reigned whenever the conductor asked a question or called for discussion, those who were present seemed to think that the teacher should do all the reciting. They, however, paid the closest attention to the work that was developed, and one of them—Miss Jennie Dyer—gave several very instructive and interesting talks on teaching structural geography to the primary grades.

The county superintendent was as kind and attentive as it was possible to be, and he failed in nothing that would have made the institute a success, except in getting his teachers to attend.

There was no interest whatever manifested by the citizens of Sardis in the institute, except that Judge Simmons and Mr. Echols each read an entertaining paper before the institute.

(*b*) The conductor did almost all of the *talking*, and, as best he could, gave instruction in principles, methods and subject matter.

(*c*) No night sessions for the discussion of these subjects were held, although both conductors urged the importance of bringing them before the people, and stated their willingness to address the citizens in advocacy of these measures.

1. Everything that it was possible to say in favor of extending the public school term was said to the county superintendent and to the teachers but *they* were not the ones *opposed* to extension.

2. A teachers' lyceum of about fifteen members was organized and started on the way.

3. The grading of the county schools was urged with every possible argument, but, with the fact staring me in the face that many of the schools were taught with a divided term, the only thing accomplished by me in this line I am afraid, being to "kill time."

(*d*) I found the syllabus admirable in most respects, and followed it quite closely as to matter, but not altogether as to the order of the subjects. It seems to me that most of the teachers I have met in the institutes need the most elementary instruction in principles and methods of teaching, and in values of different branches.

TATE COUNTY.—*Colored Institute.* From August 13 to 17 inclusive.

(*a*) Lively interest was manifested by the colored teachers of this county, almost all of whom were present, but a picnic held in the immediate neighborhood of the institute, on the fourth day, interfered materially with the work. A conductor is not expected, I presume, to successfully compete with two drums and a fife, and so I took Dr. Phillips' advice and "compromised" on a half-day session.

The county superintendent was very earnest and attentive, and did all he could to make the institute a success, except that the quarters provided for the institute were very much out of the way and unsuitable in every respect.

No interest was manifested by the people.

(*b*) The work done in this institute consisted mainly of instruction in methods and principles. The colored teachers of this county are, most of them, intelligent and scholarly, and many of them contributed materially to the interest and success of the institute by their intelligent discussion of subjects.

(*c*) Nothing done under this head in this institute.

(*d*) Followed the syllabus quite closely.

DESOTO COUNTY.—*White Institute.* From August 20 to 24, inclusive.

(*a*) Te same difficulties encountered as in Panola county, except that some of the teachers were induced to talk a little. The teachers seemed quite interested in the work of the institute, but comparatively few of the corps of county teachers were present. I saw very little of the county superintendent! A few of the citizens of Hernando were present at one or two of the sessions.

(*b*) The work done was similar to that done in Panola county, except that the teachers seemed more alive to the importance and advantage of taking part in the discussions.

(*c*) The same difficulties experienced as in Panola county, and nothing material was accomplished toward extending the term, organizing a teachers' lyceum, or grading the county schols, though all of these measures were at various times discussed and strenuously advocated.

(*d*) Same as in Panola county—the syllabus followed closely as to subject matter.

COAHOMA COUNTY—*Colored Institute.* From Aug. 27th to 31st, inclusive.

(*a*) Much interest and enthusiasm manifested by the teachers and county superintendent. I believe every teacher was present who could attend, and the county superintendent was faithful in attending the sessions and helpful in clinching the points made by the conductor.

(*b*) The colored teachers of this county are earnest and anxious to learn, and they took the deepest interest in the instruction that I gave them, but I had to make my instruction quite simple and elementary to suit many of them.

(*c*) Nothing accomplished under this head except the organization of a teachers' lyceum with about fifteen earnest members.

(*d*) Followed the syllabus pretty closely as to subjects, but adapted them to the minds of the teachers present, and gave considerable time to instruction in the subject matter of the text-books.

LAFAYETTE COUNTY—*Colored Institute.* From September 3 to 7, inclusive.

(*a*) Was much disappointed owing to the smallness of the number teachers present, though much interest was shown by those who did attend. Saw very little of the county superintendent in the institute, though he did everything to make the institute a success except to get his teachers—all of them—to attend and to attend himself. Several of the citizens of Oxford manifested an interest in the institute by looking in on us now and then.

(*b*) Most of my instructions was in fundamental principles and simple methods of teaching, but considerable time was devoted to text-book instruction. Teachers took a lively interest in everything and entered earnestly and intelligently into all of the discussions.

(*c*) Nothing accomplished except the organization of a teachers' lyceum of fifteen earnest teachers.

(*d*) Same under this head as in Coahoma county.

Pardon me me for calling your attention to what my experience suggests as being the chief *obstacles* to the success of our county institutes, and in making such *suggestions* as will, I think, if adopted, remedy the evils pointed out.

OBSTACLES.—(*a*). The total absence from the institutes of a large number of teachers who need instruction in everything, but who never attend an institute or a summer normal where they could receive such instruction and be inspired with the ambition to make better teachers of themselves.

(*b*) The absence of quite a number of teachers during the first three or four days of the institute, some of them attending only a half day, having evidently put in an appearance merely to save their *credit* with the *county superintendent*.

The following table of ratios of attendance to enrollment in five of my institutes speaks for itself:

In Panola county, attendance was 66⅔ percent of enrolment; in Tate county attendance was 71 percent of enrolment; in DeSoto county, attendance was 60 percent of enrollment; in Coahoma county, attendance was 75 percent of enrollment; in Lafayette county, attendance was 55 percent of enrollment.

(*c*) The absence of the county superintendent from the sessions of his institutes, when he could be of almost incalculable assistance to the conductor by the example he might set his teachers of regular and prompt attendance, and of enthusiastic co-operation in the work.

(*d*) The *divided* school-term which, much to my astonishment, is a firmly established institution in each of the six counties in which I held institutes. This, undoubtedly, is the most suicidal policy that a people who desire good public schools can follow, and *no* successful step can be taken to improve the schools of a county until this relic of the dark ages shall have been first abolished.

(*e*) The failure to reach the country people, upon whom the conductors must make an impression if they expect to remove prejudice to real progress from the minds of those who hold in their hands the destinies of the public schools.

SUGGESTIONS—(1) I may be wrong in expecting so much of the county superintendent, but I lay upon his shoulders almost the whole blame if his institute is a failure on account of the obstacles pointed out in (a), (b), (c), and (d). To secure the full attendance of his teachers, let him make uniform boarding arrangements and rates for all of his teachers, and then add to their first month's pay certificate, an amount that will cover the actual outlay for board, provided that it be for not less than five days' actual attendance; let him decrease the salary of those teachers who fail to attend: and let him proportionally increase the salaries of those teachers who do attend, provided they attend not less than three consecutive days, and in any case do whatever work is required of them.

(2) Let no teacher receive a certificate of attendance entitling him or her to increase of salary, unless he or she attend at least three consecutive days and contributes in some way to the interest and work of the institute.

3. That the county superintendent shall have deducted from his salary ten dollars for each day's absence from his institute, and five dollars for each half day's absence.

4. That in case of a divided school term, the county superintendent refuse to pay the teacher of the summer end of it a living salary; that is, refuse to pay something for nothing; and thus "freeze out" such a school. Some diseases require heroic treatment, and this is one of them.

5. That the county superintendent, by timely notices through the teachers and by advertising, arrange for the holding of one or two meetings in the country during the week of the institute, at which the conductors shall deliver addresses upon measures that are to be advocated before the people. It is the county tax-payers and school patrons that we want to reach, and my experinece shows that country people will attend a meeting in the country—and travel some distance to do it—when they will not attend one held in a town or city; and even the towns-people them-

selves will not attend such a meeting when held at their very doors.

(6) That the conductor report to the State Board of Education the number of those enrolled in his institute who have actually been engaged in teaching in the county during the scholastic year; the number of those who have taught in other counties; the number of those who have taught in private schools; and the number of those who have never taught at all. Also, that the county superintendent embody in his report to the State superintendent the number of his teachers actually present in the institute—county teachers and teachers in separate school districts being reported separately—and the number of his teachers not present, including in the latter those who live in other counties but have taught in his county during the scholastic year.

In closing this voluminous report it gives me great pleasure to report one fact which I have noted and which I know will give great satisfaction to your honorable board. I noted that those teachers—whether white or colored—who had attended a summer normal (Peabody), did not in a single instance, fail to attend their county institute, and that they contributed materially to the interest and success of the institute work. Many teachers who have not heretofore attended a summer normal, assured me they had been so much interested in what I had told them and shown them of the work of summer normals that they fully intend to attend one next summer.

DISTRICT II.

S. W. SMITH, Conductor.

I inclose my report of institute work. In addition to what is included in the report, I made it a point at each institute to urge the teachers to avail themselves of the great advantages of the summer normals. A large number that have not heretofore, will attend next year.

The institute of one week is too short to meet the actual needs of the teachers. I believe the time should be extended to one month, and attendance made a prerequisite to a license to teach during the next scholastic year.

I have been a teacher in the public schools of this State for twenty years, and I know the common schools of Mississippi were never before on such a high plane of progress and success. I congratulate you on the unprecedented success that has attended your administration.

TALLAHATCHIE COUNTY.—*White Institute.* Enrollment: males 9, females 25; total 34.

(*a*) I was agreeably surprised at the interest and enthusiasm manifested by the teachers of this county. They seemed alive to the educational interests of the county, and took quite an active part in the proceedings of the institute. They were very prompt and regular in attendance —more so, probably, than were the teachers at any other institute that I held. Several of them had attended the Oxford normal, and had apparently caught the spirit of the wave of educational progress and enthusiasm that is sweeping over our State. The county Superintendent was present part of every day the institute was in session, and exerted his influence to make the institute interesting and profitable.

(*b*) We followed the program of the syllabus in the main, but did not confine the work strictly to that outline — used the syllabus rather as a suggestion. We devoted some time to school government, class management, and educational psychology. Owing to the limited time, we could touch but briefly the salient points of the various branches of the public school curriculum.

(*c*) We held one night session during this institute—the only night session held during my institute work—at which a number of the citizens were present. At this night meeting we discussed the importance of grading the country schools, the advantages of an extension of the term, and the benefits to be derived from teachers' lyceums.

Several prominent citizens participated in the discussion of these matters, and I think a favorable impression was made respecting an advance along these lines. Last year this county made a levy of one mill to supplement the public term, and they had a free term of six months. This year they confidently expect to secure a 2-mill levy, and the teachers pledged themselves to labor earnestly and faithfully to secure this result. They also pledged the superintendent their full co-operation in his efforts to establish during the ensuing term a uniform course of study for the schools of the county. During the institute the teachers organized a teachers' lyceum, selected Page's Theory and Practice of Teaching as text-book for first year's course.

In my opinion this was one of the most interesting and profitable institutes I held, and to the superintendent and teachers belongs the credit for the success of the institute.

TATE COUNTY—*White Institute.* Enrollment: Males 15; females, 39—total 54.

(*a*) The attention at this institute was good. Many of the teachers were punctual in attending the meeting, and were very much interested. Here too, met a number of the "Oxford Normalites"—and, as is usual in such instances, I found them ready and able to discuss, in an intelligent and entertaining manner, the subjects embraced in the program and syllabus. I had no trouble in getting the teachers to express their views on the matters that came up for consideration. The superintendent was with us quite frequently, and to his efforts I attribute the large attendance. We discussed the different methods of teaching the various branches, and attempted to smooth over some of the "rough places" in the text-books. I gave some short talks on psychology, special stress was laid on the importance of grading the schools at the earliest practicable time, and of securing in each county an additional levy to increase the term. I found the teachers, to a unit, heartily in sympathy with a move in this direction. A teachers' lyceum was formed, and the teachers promised to "keep it alive." Several visitors dropped in to see us, but I heard no public expression from them—hence I am not prepared to express an opinion as to the sentiment the people entertain regarding either the institute or the public schools.

I believe this institute was fairly successful.

PANOLA COUNTY—*Colored Institutes.* Enrollment: Males, 38; females, 40—total, 78; DeSoto county, enrollment, males 22; females, 8—total, 30; Tunica county, enrollment, males, 7; females, 11—total 18.

The majority of the colored teachers were prompt in attending the institutes. Some of them are fairly well informed as to the subject-matter of the text-books, and a few of them hold (and deservedly so), first-grade licenses; but the great majority of them are deficient in knowledge of text-books, and nearly all lack professional training. I found them courteous and attentive. While they seem ambitious to learn, and strive by hard study to improve themselves, I met very few that had attended any summer normal for colored teachers. I gave them talks on methods and school management—but, acting on the suggestions of the superintendents, I devoted most of the time to giving instructions in text-books, particularly in spelling, reading, mental and practical arithmetic, and grammar. They all favor grading the schools and extending the term. At each institute they formed a lyceum, and I anticipate that they will derive material benefit from these organizations, as I think they will take great interest in them.

The superintendents visited the institutes frequently, and did much towards making them successful.

DISTRICT III.

D. A. HILL, Conductor.

HOLMES COUNTY—*White Institute.* The teachers of this county are intelligent, well qualified and progressive; and the interest taken by them in the institute work was gratifying and inspiring to the conductor. The superintendent is an earnest, well-qualified and efficient man, who has the real interest of the work at heart, and deserves great credit for the live, progressive state of the school interests of his county. As would naturally be expected, with live teachers and a live superintendent, the people seem to take a lively interest in school work.

The plan of the institute in general was (1). to introduce the teachers to the study of educational psychology by outline and lectures by the conductors, (2), to derive correct principles and laws of teaching from the laws of mind; (3), to develop correct methods of instruction in each subject by model lessons and discussions; and (4) to consider and answer special questions. and discuss difficulties in school management, etc. The work was largely selected from the syllabus. The teachers manifested a deep interest in the subjects of psychology and laws of teaching and freely entered into the discussions of the various subjects taken up during the week, and evidently made progress in these lines of work. No steps were taken to increase the county levy at once; but the teachers passed a resolution requesting the board of supervisors to extend the term of school one month instead of using the surplus fund for building purposes as they had been doing. A teachers' lyceum was organized, including the most of the teachers of county. Distinct steps were taken by the superintendent and teachers toward grading country schools the coming term.

The syllabus proved very suitable for the work. The amount and variety of its contents furnished an abundance of good work for all occasions.

YAZOO COUNTY.—*Colored Institute.* The interest taken by the colored teachers in this county in their own improvement and in the cause of educaton was very marked. About 65 of them had been attending a private school for review in the common school branches. They took a deep interest in the institute and consequently made considerable progress in the principles and methods of teaching during the week.

Mr. McCutchen is a superintendent indeed. He devotes his time and energies to the management and advancement of the school interests of his county. He is a teacher and most efficient superintendent. The colored people turned out to the citizens' meeting and manifested a commendable interest in the cause of education.

The general plan of the work of the institute was essentially the same as that given above for Holmes county. The teachers gave the very best of attention to the lectures and instructions given by the conductor, and entered into the discussions freely and evinced the fact that many in this county are rapidly pushing to the front in education and methods of teaching. It was a live and enthusiastic week's work.

The teachers agreed to endeavor to extend the term of school by each one making the effort in his neighborhood to get the patrons to supplement the public money by private subscription, and so extend the term of school one or two months.

A lyceum of about 22 members was organized. They seemed to realize the importance of grading the schools, and showed a desire to work to that end.

The colored teachers of this county were prepared to use the syllabus and we followed it as closely as in most white institutes.

LEFLORE COUNTY—*Colored Institute.* The attendance in this county was small, because the superintendent had not sent the syllabi out and impressed the teachers with the importance of attending. Those who did attend did not show the live interest usually shown by the colored teachers.

This I think is altogether due to the bad management of the school interests by the county superintendent. He was not at home during the week, but the effects of his negligence were manifest on all sides.

The colored patrons turned out and took as much interest in the cause of education as could be expected under the circumstances.

The general plan of the work was the same as in the above counties, except more time was given to text-book instruction. The teachers manifested that same eagerness to learn and to improve that is usually manifest among them. They were punctual in attendance, gave close attention and seemed to appreciate and profit by the instructions given. They took part in the discussions, showing true teaching power and the spirit of progress. The interest constantly grew during the week.

Nothing was done towards extending the term. A teachers' lyceum was formed. Nothing was done towards grading the schools.

The work of the syllabus was very easily adapted to the needs of this institute.

A meeting for the white citizens was held on Thursday night The attendance was very good. Some of the leading citizens of Greenwood took part in the discussions, and I hope some impulse was given to the cause of education among the whites.

SUNFLOWER COUNTY.—*White Institute.* The attendance in this county was small. Some, I think, failed to attend from lack of interest, others from the lack of the superintendent to impress them with its importance. Most of the teachers who did attend took a deep interest in the work. The superintendent lacks interest in the duties of his office. He was away during the whole term of the institute, but the preparations made for it and the training manifest in his teachers, show a great laxity on the part of the superintendent. A protracted meeting in town and the superintendent's absence, prevented our having a citizens' meeting, but juding from the school-house in Indianola, and the reports of the teachers, the patrons need a revival on the subject of education.

The general plan of the work was the same as above. This being the first white institute ever held in the county, the teachers were naturally behind in this line of work, and the advantages it gives. But they took a commendable interest in the exercises, and this interest increased during the week. They seemed to appreciate the instructions given, entered into the discussions, and expressed themselves as being greatly benefitted during the institute.

The three practical questions were presented to the teachers; but no steps were taken in either direction.

Suitable work was selected from the syllabus for this institute.

BOLIVAR COUNTY—*White Institute.* The teachers of this county are among the first in intelligence, education and progress. The interest they took in the institute work was all that could be wished in that line. Superintendent Scott takes a live interest in the cause of education in his county, and is a stimulus to his teachers. It pays to be a good teacher under him. Judging from the school buildings and other sources, the patrons do not take the interest that they should in school matters.

The general plan of the work was the same as in the counties above. The teachers took a deep interest and an active part in all the exercises, and the institute was a real live, enthusiastic week's work. The teachers in general, expressed themselves as feeling amply paid for the week spent.

A teacher's lyceum was organized.

The syllabus filled the bill as an outline for the work of the week.

A pleasant visit the last of the week from State Superintendent Preston, was very gratifying, and helpful to teachers and conductor, and will prove beneficial to the cause in the conuty.

BOLIVAR COUNTY—*Colored Institute.* - The colored teachers of this county are decidedly above the average in intelligence, education and zeal for their work. They voluntarily carried on their institute work themselves in the forenoon. The superintendent made the necessary preparations for this institute, attended it as much as was practicable, and gave the teachers all the encouragement in their work that he could. The patrons turned out to their meeting and showed the usual interest manifested by their race.

The same general plan of work was followed by the conductor in this as in the counties above. The teachers attended regularly, and gave the most appreciative attention, joined in the discussions, and gave their opinions and methods which showed them to be well up in this line as well as in the subjects to be taught, and in school management.

A teacher's lyceum was organized; but no steps were taken in the lines of the other practical questions.

The teachers of the institute handled the work of the syllabus very successfully.

A visit from the State Superintendent on the last day of the institute, was a source of pleasure and inspiration to teachers and conductor.

DISTRICT III.

J. M. BARROW, Conductor.

HOLMES COUNTY.—*Colored Institute.* The interest manifested by the colored teachers was intense, and therefore gave to the institute a character of earnestness and close application to work, which resulted in good to all, an increase in enthusiasm, inspiration and acquisition of pedagogical knowledge that will be helpful in all their future school work.

Nothing was said in this institute about the extension of the school term. Teachers were urged to organize into lyceums for purposes of professional study.

The syllabus—with some modifications—is as well fitted for the colored teachers as for the whites. Several teachers of this institute manifested superior attainments, much above the average. The superintendent had all things ready at the beginning, and gave me his hearty co-operation.

YAZOO CITY AND YAZOO COUNTY.—*White Institute.*

The teachers were sufficiently interested to attend regularly and do good work. If the people were interested, but little evidence of such interest was manifested. The school board of the county visited the institute and witnessed its proceedings.

Two members of the board of supervisors attended our meetings in the courthouse, and some of the leading citizens were present and spoke encouragingly of our work. The institute was composed mostly of ladies. All took part in the work, and cheerfully complied with the requirements of the conductor. But one or two of the Yazoo City teachers were present.

At the public meeting in the courthouse a number of speeches were made in behalf of the levy of an additional tax to extend the school term, and resolutions passed by the institute asking an additional levy of three mills.

A teachers' lyceum was organized; every member of the institute present joined it. Grading the country schools was discussed but little, its consideration being overshadowed by considerations of extending the time and thus making the grading of more importance.

Syllabus better fitted for white schools than that of last year.

Superintendent McCutchen gave me very valuable assistance in my work; had all things ready at the beginning; was very much interested in the extension of the school term, and urged the additional levy in a number of strong and convincing speeches.

DISTRICT IV.

JAS. F. BOYDSTUN, Conductor.

CARROLL COUNTY.—*Colored Institute.* July 30 to August 3. Enrollment 37; average 26. The teachers were as thoroughly interested as could be asked. The superintendent could not be present on account of serious illness in his family. We had a few visitors. Much work was done in illustrating and impressing the subject matter of the text-books. The teachers have had a county organization for a year or more. Thanks for help are due R. B. Smith, of Carrollton.

CARROLL COUNTY.—*White Institute.* August 6 to 10. Enrollment 30; average 16. Superintendent Wiley was absent most of the time on account of serious illness in his family. We had a number of visitors during the week, but there was no very general interest taken. The teachers at first were indifferent or antagonistic, but they were much improved in spirit later in the week. The conductor had the good fortune to be present at the meeting of the county board of education, and made an address on the subject of the extension of the school term.

A lyceum of 11 members was organized; its members will grade their own schools, and are pledged to push the extension of the school term.

YALOBUSHA COUNTY.—*White Institute.* August 13 to 17. Attendance 26; average 20. We had a number of visitors. The superintendent was present only part of the time on account of pressing business. The teachers were apathetic throughout the whole of the institute work, and the conductor thinks the institute almost a failure, although many of the teachers said that the institute had been of much benefit to them.

A lyceum of four members was organized. The teachers were urged to take up the work of giving their schools a system of uniform grading. A public meeting was held Thursday evening, at which the advisability of extending the school term was freely and forcibly presented by Superintendent J. R. Preston, Prof. Whitfield and others.

CALHOUN COUNTY.—*Colored Institute.* August 20 to 24. Enrollment 14; average 8. Rains interfered very seriously with the attendance and work of the institute. The interest was good; the superintendent did his full duty by the work. The institute was much hampered by the ignorance of the teachers; the majority of them seemed to need Fifth Readers more than anything else.

GRENADA COUNTY.—*White Institute* September 3 to 7. Enrollment 32; average 23. This county had been better worked up than any county ever visited by the conductor before. The superintendent seems to have done his entire duty by his institute. The teachers were eagerly attentive and the conductor was enabled to cover more ground than he had ever done before. The subject of grading county schools received much attention, and the teachers were urged to talk up the subject of extending the public term.

A lyceum of fifteen members was organized and the money for general purposes subscribed. Thanks are due Prof. Morrison for valuable assistance.

GENERAL MATTERS.—The subjects receiving most attention during this series of institutes were as follows: Character of the teacher, the aim of education, power of attention and its cultivation, psychology, reading, and experiments with simple apparatus. I recommend that superintendents be advised to hold their institutes, when practicable, in some live country neighborhood. I do not think the syllabus was well suited to the needs of institute work. The subjects were well chosen, but the manner of presenting the outline was bad. The work of the institute was anticipated and the thought presented in a dry-as-dust form. I think a syllabus should question and suggest, but it should not anticipate.

DISTRICT IV.

H. L. WHITFIELD, Conductor.

I found the negro teachers of Yalobusha about an average interest and ability, evincing the usual enthusiasm peculiar to their race, for progress.

I followed only that part of the syllabus relating to primary work, especially emphasizing reading, writing, spelling and primary arithmetic. Some practical teaching was done in arithmetic and grammar.

A general county lyceum was organized, every teacher, (nineteen), joining.

At a public meeting of the white people, the needs of the country schools were discussed, especially the extension of the school term. I found educational affairs in a somewhat confused condition on account of the office lately being made vacant by the death of the superintendent, who for some time previous to his death, had been in bad health.

The present superintendent is a young man, and seems to take great interest in his work. He informed me that he expected to canvass the county in favor of the extension movement.

CALHOUN COUNTY.—The superintendent had given timely notice of the institute, and as far as possible made all arrangements for a successful institute, but a great many of the schools being in session, and the greater part of them being the latter part of a divided term, prevented as large an attendance as was expected.

Thirty-five were enrolled; had it not been for the severe rains that commenced on Tuesday, the attendance would have been larger. I found the teachers to be a fine body for institute work; last year's institute was a good preparative for this year's work. They realized that they had been doing unsatisfactory work, and were anxious for new ideas and inspiration. Interest was great throughout, increasing to the end.

A committee of five, one from each supervisor's district, was appointed to select solicitors to get signers to petitions to be presented to the board of supervisors at their next meeting asking that the levy be made. In this matter the teachers manifested complete unanimity, and considerable zeal. I am confident that if the levy has not been made, it will be next year.

The county was organized into three lyceum districts, and a live teacher was placed at the head of each to work up an interest in professional study. All teachers present joined.

The teachers voted unanimously in favor of grading the schools, and a committee consisting of Superintendent Sims, Profs. Huggins and Newell, were appointed to formulate a plan of grading.

In my judgment this year's syllabus was much better adapted to the needs of the country schools than that of last year. I would especially commend those sections relating to primary work which has been sadly neglected in our country schools.

I believe that the institute of Calhoun county will mark an era in its educational history.

DISTRICT V.

J. C. HERBERT Conductor.

ITAWAMBA COUNTY.—*White Institute.* This institute, as my report to the county superintendent shows, was well attended and the interest was splendid till the last or closing exercise. The teachers seemed to be confident of the support of their several communities in their work of increasing the efficiency of the schools. Itawamba county had a five months school last year, and they think possibly they may run their schools six months during the year soon to begin.

The schools are not graded, but there is a strong sentiment favoring graded country schools. We had no public discussion of the three mill levy.

We organized teachers' lyceums, a number of local lyceums and a county lyceum, and I feel that the results will be beneficial.

CLAY COUNTY.—*Colored Institute.* We found things waiting for us in Clay county. The very earnest county superintendent had arranged for the colored institute to be held in the court-house, a very commodious, comfortable place.

The interest manifested by the superintendent and teachers was all that could be desired, and we had an occasional visitor, manifesting on the part of the citizens some interest in the work of education. In fact, I can safely say that the educators of Clay county need not be timid in making educational demands, for the people are awake to education.

The question of the three mill levy was publicly discussed but no formal action taken.

We organized a teachers' lyceum and about two-thirds of the colored teachers present agreed to do the work along educational lines as recommended.

The schools of Clay are not graded, but the teachers strongly favor grading them, hence I expect soon to see Clay along with the rest in this line of advancement.

WEBSTER COUNTY.—*White Institute.* Superintendent Welker, of Webster, was suffering with an eye trouble during the week, at Wallthall, and could not be with the conductor and give him the assistance which he might otherwise have rendered.

As the report to the county superintendent shows, the attendance was not large, owing, so the superintendent told me, to the existence of numerous private schools in the county, which kept the teachers away. With the teachers present we spent a pleasant, and I hope, a profitable week.

The teachers of Webster county are alive to the needs of their schools, and many of them obligated themselves to circulate petitions asking the board of supervisors to make a three mill levy for the extension of the country schools. The schools are not graded, but we hope to see them both lengthened and graded.

PONTOTOC COUNTY—*Colored Institute.* There are very few colored teachers in Pontotoc county—seventeen, I believe, is the number the county superintendent's report. We had present, all told, at the institute sixteen teachers, some of whom were visitors. Owing to excessive rains during the week at Pontotoc, the attendance was not very regular, but the interest manifested by both superintendent and teachers was all a conductor could ask, and the work done by the teachers faithful and earnest.

Pontotoc county conducted her schools five months last year and may increase it to six months the present year. Nothing definite was done in urging the three mill levy. The conductor showed to the teachers the necessity for longer terms and believes the teachers themselves are ready to begin the fight for longer terms.

The schools are not graded, but the county superintendent and teachers are all going to work with a will and we expect to see the schools of Pontotoc graded during the next session.

LEE COUNTY.— *White Institute.* At the institute of Lee county I reached the maximum attendance of sixty-one teachers, and I can say that they are fully up to the standard of progress and advancement. Notwithstanding the fact that there were several political conventions, primaries, etc., and a very exciting murder trial in progress, many of the teachers were present at every exercise. The interest was splendid from the beginning, and continued throughout the week. Nothing was left undone by the efficient county superintendent that could add to the pleasure and profit of the work.

During the week there were a number of visitors at the institute, and the citizens of Tupelo generally manifested concern for the welfare of the work.

No definite action was taken leading to the extension of the country schools. The subject was publicly discussed and the community generally seem to be in sympathy with lengthening the terms of schools.

We organized a teachers' lyceum, and a majority of the teachers of the county put their names on the roll as members, and the system with which they enter the work leads the conductor to expect the best of work from the teachers' lyceum of Lee county.

The schools of Lee county are not graded, but the superintendent assures the conductor they are as well classified and systematized as any ungraded schools of the State, and he further believes they can be thoroughly graded as soon as the term can be lengthened.

The syllabus is an admirable one, well suited to the demands of the work and calculated to make any teacher who masters its contents a more efficient educator.

I followed the syllabus usually, but in some cases thought proper to devote more time to text-book work.

DISTRICT V.

T. L. TRAWICK, Conductor.

MONROE COUNTY.—(*a*) The attendance on the white institute was by far the largest ever had in the county—sixty-six in daily session. The interest was intense, owing to the fact that these teachers were fresh from the Peabody normals of Oxford and Lake, and were prepared to handle easily the points of the syllabus. Discussion was full and free, and the conductor was frequently called on to rehearse points making for education.

The value of the longer term was discussed vigorously, when brought up, and each teacher, by a rising vote, expressed his determination to push the levy with the people.

Added to the above it is the plan of Messrs. Tubb and Rose, to stump the county during the vacation months—reaching unto the body of the people, with argument that will convince. From my knowledge of the gentlemen, I think they will carry their point.

A lyceum, with thirty-three members, was formed on the plan advocated in the syllabus. This was not a resolution, but an adoption, the money being raised "in loco," and the book—"White's Pedagogy" ordered, and the 20th of September designated for the first general meeting. The conductor of this beat was on the alert to have these last things attended to, for the reason that enthusiasm sometimes wanes after the institute is over, and the members are disposed to let the interest subside. Country schools were thoroughly graded. Syllabus eminently suited in all particulars. The superintendent was there the whole time.

CLAY COUNTY—*White*. There was a small and straggling attendance of teachers in this county. Not many of the city school-teachers were in attendance. There are forty-four teachers in the county and not half attended the institute, though, those who did, took great interest in the work all the way throughout our meetings.

The superintendent was in attendance most of the time, and performed his part of the program.

On Thursday night, there was a public meeting, and the two conductors presented the educational work to the people, urging the three mill levy to extend the term, but we are afraid that Clay will not get the additional levy.

The lyceum was urged, and steps were taken to form it, but I could not get the lyceum in shape according to the syllabus—however it will be formed. White's Pedagogy was adopted.

The advantage of the graded system was set forth and will be set in operation. There was a graded system, or scheme rather, presented to the teachers last year, but nothing came of it. Syllabus was very well suited to the needs of the institute.

WEBSTER COUNTY—*Colored*. These were a lively set of teachers in attendance on the Webster county institute. Most of them were good readers for their race, an indication that betokens the highest intelligence among that race. Being somewhat in the minority in this county, they have learned that suavity of manners that makes them a superior class of their race.

COUNTY LEVY.—Steps were taken by the teachers to circulate petitions among their class of people, urging the board of supervisors to levy the three mill tax.

This was done last year, but the board refused to entertain the idea, saying that they couldn't order the levy, even though the whole county would subscribe.

LYCEUM.—No lyceum could be formed in this county, though the effort was made.

GRADING.—Nothing was done along this line. You cannot effect it yet in Webster county, for one or more reasons, one being that after the public term of four months is over, the teacher continues through a private term, and right here let me say that I found this to be the case throughout the whole district—a thing which betokens to me the shadow of the coming event of longer terms.

Syllabus was followed, as to subject-matter and time, and was eminently satisfactory.

PONTOTOC COUNTY—*Whites.* The teachers of this county take considerable interest in the work, and came through a rainy week to the institute. The attendance was far above the average, in both numbers and intelligence, and lively discussion was indulged in, which elicited the inwardness of all subjects discussed. The superintendent told us that it would be no use to urge the three mill levy, and while I did urge it among the teachers—nothing was said otherwise as "parent's night" was dispensed with on account of a torrent of rain-fall.

LYCEUM—A lyceum with twenty-nine members was formed and the books paid for "in loco," and the 20th of September set for the day of general round table meeting.

A committee of seven, including the superintendent, met on Saturday 8, to grade the schools, at the instance of the conductor.

LEE COUNTY—*Colored.* The negro teachers of this county were by far the best educated that I have ever met on the institute work—though only two of them held first grade licenses—a remarkable fact. The superintendent placed the institute among the colored portion of the city, and this shut off the idle crowd that generally swarms the courthouse—and this was a decided advantage.

The negroes could read excellently and their understanding was reached and enthusiasm kindled. Sometimes a conductor's work fails on the negro, but not so here.

The county levy was preached and petitions will be presented asking for the three mills.

The lyceum was not organized among the colored teachers.

DISTRICT IV.

J. W. FOX, Conductor.

LOWNDES COUNTY.—*Colored Institute.* This institute was well attended, nearly all of the teachers of the county being present. I have never seen greater interest manifested by a body of teachers. They were punctual and regular in attendance, eager for better methods, and anxious for text-book information.

Lowndes county had a five-months' term last year, and will probably have six months this year; so no attempt to make an extra levy was made.

A Teachers' Lyceum was organized, and considerable enthusiasm was aroused along the line of professional study. The schools of the county were graded. The syllabus was very well adapted, but it was thought best to leave out several discusions and substitute more text-book work.

Several of these teachers had attended the Normal at Aberdeen, and are progressive.

NOXUBEE COUNTY.—*White Institute.* The superintendent had made all preliminary preparations necessary to make the institute a success. The leading teachers had been assigned special subjects, and they gave the institute the benefit of some most excellent and carefully prepared papers. The institute opened with a good attendance, which increased during the week. I have never held a more interesting institute, and I consider myself fortunate in coming in contact with this progressive body of teachers. The discussions were very interesting, as all teachers took part freely.

A Teachers' Lyceum, composed of all teachers present, was formed, and the importance of more professional work was clearly set forth.

The syllabus was admirably adapted to the work of the institute.

NESHOBA COUNTY.—*White Institute.* It was my pleasure to meet sixty teachers in this county, and an interesting institute was the result. With only a few exceptions these teachers are very young, and a large number are inexperienced, but they entered heartily into the work of the institute, and eagerly grasped any new ideas calculated to make them more thorough teachers.

The superintendent of this county is thoroughly alive to his duties, and the results of his work are manifest. The people took a great interest in the meeting.

An organized and a well-directed effort on the part of the teachers was made in behalf of an extended levy. Petitions were circulated all over the county, and the signatures of a great many of the best citizens were obtained.

A Teachers' Lyceum was formed, and all teachers seemed determined to do more professional reading.

OKTIBBEHA COLORED INSTITUTE.—A full attendance and much enthusiasm were the characteristic features of this institute. A few of these teachers were above the average of their race, but a majority knew very little about the improved methods of teaching, and were also very deficient in text-book knowledge.

The teachers were urged to do persistent and systematic study, and a permanent organization was formed with this end in view.

According to the statement of several teachers, quite a serious offence is not uncommon among the colored teachers of the county. I learned that quite a number of teachers were in the habit of paying trustees for the privilege of teaching their school. Of course the teachers were warned of the seriousness of this offence.

KEMPER COUNTY WHITE INSTITUTE.—I am sorry to report that this institute was decidedly not a success. The superintendent had notified the teachers as to the time of the institute; had distributed the syllabus, and had made other necessary preparations; but I found that a majority of the teachers had agreed before hand that they would not attend, and gave as their reason that the superintendent had made no difference in the salaries of those who attended and those who did not attend the institute last year. This apathy on the part of the teachers is deplorable, and it is owing, in part, at least, to the fact that they are employed only four months of the year at an extremely poor salary, the maximum paid this year being only $25 per month.

One great trouble with the county is the fact that it has had heretofore 119 schools with only about 8,000 educable children. It must not be supposed, however, that there are no progressive teachers in the county. The small number who attended the institute were intelligent, enthusiastic and progressive.

An extension of the school term was agitated, and, while the extra levy will probably not be made this year, I found that a great many of the good citizens of the county considered it favorably.

A teacher's lyceum was formed which will no doubt arouse much interest among the teachers.

DISTRICT VI.

P. H. SAUNDERS, Conductor.

LOWNDES COUNTY.—*White Institute.* The teachers and superintendent, and a number of the citizens of Lowndes county, manifested a great interest in the county institute. The Superintendent had provided everything necessary for the comfort of the teachers and the work of the institute, and often joined in the discussions.

The attendance of the teachers was good; there were 38 present out of a not more than possible 46, and that is a very good criterion of the interest.

The work was of a high order; the teachers were wide-awake and well equipped; more time and attention was, therefore, given to discussion of methods and the professional part of the syllabus. The teachers themselves took an active part in the work of the institute, and a number of instructive and entertaining talks were made and papers read.

As the county already had a six months term, nothing was done towards the extra levy; it was the opinion of the county superintendent that the board would of itself increase the levy as soon as advisable.

A large lyceum was organized with Prof. Barrow as president; a committee was appointed to map out a course of study and select the text-book. I am satisfied that good work will be done.

The question of grading the county schools was discussed fully and freely, and after due consideration a committee was appointed to formulate a course of study, using the adopted books and ten grades. This was unanimously adopted and all the teachers pledged themselves to carry it out.

The syllabus, as a whole, was heartily endorsed; the work in English was not considered satisfactory. The work in Mississippi History was thought to cover too much ground. The work in psychology was very much appreciated.

The plan of decreasing the number of the schools and increasing the efficiency of those remaining, was discussed, and it was decided that it would be best even though some were inconvenienced. I find the teachers eager to learn and willing to make every effort for their own advancement and the interest of their schools. Gen. Lee gave the institute a very instructive talk on history. The work of the teachers and pupils in the Franklin Academy was a rare exhibition.

NOXUBEE COUNTY—*Colored Institute.* The attendance of the teachers was excellent and great interest was manifested. The county superintendent did everything possible to make the institute a success.

The intelligence of the body of colored teachers was a surprise to the conductor; they were well up in latest methods and in professional literature and I consider that the work done was such as to enthuse and benefit what I consider to be one of the best corps of colored teachers in the State.

A lyceum was established with about 30 members, The best teachers were put in charge "Page's Theory and Practice" was adopted as a text-book for the first term.

The teachers were anxious to grade their schools—many of them were already graded; a committee was appointed which was to report to the Lyceum, and the schools were to be graded if the whites graded their schools. It was not thought advisable by the conductor for the colored teachers to take the initiative in so important a matter.

OKTIBBEHA COUNTY—*White.* The teachers showed their interest by promptness and close attention, but they were rather reluctant about taking an active part in the exercises. As in the other counties visited, the county superintendent did everything in his power to make the institute a success. There were 44 teachers in attendance.

The teachers of Oktibbeha were not, as a whole, so far advanced as the teachers of Lowndes, and more time was given to the public school branches. They were anxious to improve themselves and drank in eagerly all that was said about new methods, professional study, etc.

The county of Oktibbeha is badly in need of the extra levy, and every effort was made by the institute to obtain this. The teachers pledged themselves to circulate petitions asking for a 3-mill levy; the sentiment among the teachers was unanimously in favor of it, and a good part of the voters also favored it, as I learned by inquiry. I think that if it is not obtained this year it certainly will be next.

A lyceum was organized and put in good running order, and I feel certain that it will live and do much good. The 3 mill levy was turned over to the lyceum as a part of its work, as was also the grading of the country schools.

The same remarks made under the Lowndes county Institute will apply here.

The county superintendent is to be especially commended for his skillful management of the colored schools.

Talks were made to the institute by the Rev. Dr. Raymond, on "How to Teach Morality;" by Dr. Butler on "Physiology;" by Prof. Dabney Lipscomb on "Mississippi History."

KEMPER COUNTY.—*Colored.* It is my duty to report a lack of interest on the part of the colored teachers of Kemper county; only 15 were present, while there were about 48 in the county. The ones who came did their full duty. The Superintendent was on hand most of the time and seemed to be doing his duty as best he could.

The character of the work done was elementary, and it was the purpose of the institute to give to those teachers present that which they most needed, i. e., training and instruction in the public school branches, and at the same time to instill in them a desire for self-advancement along the line of professional study. I think these purposes were carried out. A lyceum was organized with 15 members.

As there was so little interest manifested by the white teachers, it was not thought advisable to attempt the grading of the colored schools. Several of them are graded now, and their teachers report good work.

There are too many schools in this county. The superintendent and the teachers don't work together.

LEAKE COUNTY.—*White.* The teachers and superintendent, and a large number of the citizens attended the institute regularly and did all they could towards making it a success. Professional study and psychology received a good deal of attention and the teachers were well prepared for such work.

The 3 mill levy was fully discussed, but the time for the meeting of the board was too near for anything to be done in the way of circulating petitions. The teachers and the citizens present expressed themselves as very heartily in favor of it, and I think that it will be made next year at the latest.

A lyceum was organized with Page's Theory and Practice as a text-book. Prof. Consly was elected president. The grading of the country schools was turned over to the lyceum.

I found the teachers progressive and anxious to improve their condition.

DISTRICT VII.

J. O. LOONEY, Conductor.

MONTGOMERY COUNTY.—The Montgomery county colored institute was held at the appointed time.

The colored people of Winona, having no public school-building, a comfortable church-house was secured for our sessions, by each teacher's paying a small fee for rent. This of course was not the very best arrangement for the teachers; however, nearly all who attended did good work, and there were nineteen enrolled.

The superintendent visited my institute twice at Winona. The syllabi had all been sent out, and the institutes well advertised, I think, both white and colored. Several citizens of both races came out to my institute.

Seeing the need of text-book instruction so much among the teachers present, considerable time was spent on arithmetic and grammar.

The teachers were urged to prepare themselves by diligent study for the great responsibilities that lie out before them, and we feel assured that much good was done along this line.

The county levy, lyceum and grading the county schools, were each considered in their turn. The county levy was discussed at a meeting of the white teachers and citizens, Thursday night.

An enthusiastic teachers' lyceum was organized among the colored teachers, consisting of seventeen members.

There was considerable talk in this and Attala counties, by the colored teachers, about the meagre salaries, which seems to amount to dissatisfaction.

In all our institutes the teachers who attended any length of time, became interested in the work, and the attendance the latter part of the week was better than the first.

The teachers in all the counties I visited told me that the failure of the county superintendents to make any distinction in contracting between those who had attended the institutes and those who had not, had proven detrimental to the cause. It was my purpose in all my work to urge the justice of such a distinction, and show that the interest of the cause of education demanded it.

CHOCTAW COUNTY—*Colored.* The colored teachers of Choctaw county showed themselves to be very much interested in the work. There were five or six present who entered into the discussions with enthusiasm, and with considerable intelligence. Others responded promptly, when questioned by the conductor, and did what they could.

The superintendent had some other matters on hand, and did not give much time to the colored institute, however, he was present two or three times, and made one or two short talks to the teachers.

The colored people showed their appreciation of the institute by their visits, and by the attention they gave to what was said.

The work of the institute consisted mainly of text-book instruction, with some lectures on theory and practice of teaching, and on morals.

The three mills levy to extend the term was discussed by the conductor before the institute and several visitors; no great deal of enthusiasm was exhibited on this line, but much interest was exhibited in getting the children into school in order to make the very best use of the term which they already have.

A teachers' lyceum was organized with a good membership, and I think good will be realized from it, judging from the enthusiasm manifested in the organization. The teachers were not persuaded merely to join, but only those were solicited who would agree "to stick to it" and make the circle successful.

Grading the country was also discussed, but I hardly think the colored teachers of this county ready for the task yet; however, they can be educated up to it, and we did what we could on this line.

I found the syllabus a good guide, but only such subjects were taken up as suited the institute.

WINSTON COUNTY—*White.* The institute for white teachers of this county was held at Louisville August 6 to 10, inclusive. The teachers of this institute manifested considerable interest, though only two or three entered heartily into the discussions.

Superintendent Hopkins was an active worker in the institute and did much to promote its success. He assured me that he would have his teachers in next year; that the small enrollment was due in a great measure to himself, since he failed ts draw the line, as he should, in contracting, between those who had attended and those who had not.

The citizens showed some concern for our work, and some of them manifested their appreciation by being present and taking some part in the discussion. Citizens' meeting was a failure. The institute, on the whole, was very successful I think; the teachers seemed to be well pleased with the work.

The county levy to extend the term was discussed, but the board of supervisors agreed to let the contract for a jail while the institute was in session, and the superintendent thinks we will not be able to get the levy for a year or two.

A library association was formed, with all necessary officers, and money was raised to purchase the nucleus of a teachers' library. We found the teachers had a county organization, and it was agreed to engraft on this a reading circle.

Grading the country schools was considered by the institute and we think there will be a move made in this direction soon.

ATTALA COUNTY—*Colored.* The place of meeting selected by the county superintendent was a private house instead of the public school building, which caused considerable dissatisfaction among some of the teachers, and prevented the attendance from being as good as it would perhaps have been otherwise. The interest of those who did attend, however, was marked. These were the most intelligent colored teachers I met.

The Superintendent was detained at home with a sick child, and was not with us except a short while Friday evening. He made a very encouraging talk to the teachers just before we adjourned.

There were two night sessions, in which the three mills levy and other important subjects were discussed. It is thought the levy will be made in Attala county soon.

A county teachers' lyceum was organized, and a local organization was made for each supervisor's district—all properly officered and equipped for work. A small library fund was raised.

The prospect is good for the public schools of this county to be graded in the near future.

MADISON COUNTY. — *White.* The interest of the teachers in the work of this institute was good, and they responded promptly when called on by the conductor, though the most of them seem to prefer to listen rather than to talk themselves. There were very few male teachers in attendance. The superintendent was present part of each day. The interest of the people was not marked at this institute, though we had some visitors. Judging from the school building, and from what we saw and heard (or rather from what we did not see and hear), the people of Canton are not very enthusiastic on the subject of education; but "they say" they are going to have a new building.

The county levy was presented by the conductor to the county superintendent, the teachers and a few citizens, but the prospects for the levy this year are not flattering on account of a railroad debt which the county owes.

A teachers' lyceum was organized, consisting of 21 members, and local circles were formed in each beat, with vice-presidents, except two. White's Pedagogy was selected as the text-book for professional study. I believe this lyceum will live and do good, for teachers were urged to give their names only on condition that they stick to the work, and lend a helping hand to make the circle successful.

Grading the country schools was also considered, but from what I learned from the superintendent and the teachers, the attendance is very irregular in many of the schools of the county, only about three months out of the five being well attended at all. So I am unable to say what will be done along this line.

DISTRICT VIII.

J. J. HUGGINS, Conductor.

WARREN COUNTY—*Colored Institute.* (*a*) County Superintendent was absent and had made no preparation for the work. Copies of the syllabus had not been distributed. Maj. Swett, acting superintendent, did excellent work, and the institute was soon in good order. The teachers were very much interested in the work, and the numbers increased to the last day. There was little interest manifested by the people.

(*b*) The work was so directed as to arouse the interest of teachers in professional literature. There was much discussion of methods and some practical work.

(*c*) 1. Nothing could be done for the county levy except to urge the necessity for it. The importance of this move was presented to the teachers, and they were urged to insist upon it. 2. The grading of the schools was discussed, but it was left for the white teachers to do this work. 3. A good working lyceum of seventy-eight members was organized.

(*e*) The syllabus furnished the very best material that could have been used for this work.

CLAIBORNE COUNTY — *Colored Institute.* (*a*) All needed preparation had been made, and the institute commenced in good working order. The interest was most excellent through the entire week. We had many white visitors.

(*b*) The work was largely educational revival work, with enough text-book work to illustrate methods.

(*c*) 1. The county has the required levy for eight-months schools. 2. An excellent lyceum was organized, and its members are in earnest. 3. The schools are all graded.

(*d*) The syllabus was just the thing needed.

(*e*) The school work in this county shows what a real live superintendent can do.

SCOTT COUNTY—*Colored Institute.* (*a*) The superintendent and teachers were interested, and all needed preparation had been made. The people took little interest in this colored institute.

(*b*) The work was largely practical illustrations of methods.

(*c*) 1. The extra levy was urged far enough to find that most of the people of Scott county are opposed to it. They need much educational revival work. 2. The teachers present were organized into a lyceum, and started on the road to professional progress. 3. The work of grading was left for the white teachers to do, but its importance was urged.

(*d*) The syllabus matter had to be adapted to the work. Most of the teachers were only second and third grade teachers, and some of the work was beyond their powers of comprehension.

(*e*) The Lake Summer Normal should look to the improvement of the educational sentiment in this county.

RANKIN COUNTY—*White Institute.* (*a*) Interest was very poor to begin with, but was very good at the close. The teachers are earnest and of the highest intelligence, but are poorly paid and poorly encouraged by the people.

(*b*) The work was largely educational revival work, with practical illustration of methods. Teachers who attended the normals rendered much valuable assistance.

(*c*) 1. The extra levy was urged at every opportunity. In a public meeting of the citizens the advantages and economy of the measure were made plain. 2. A good working lyceum was organized. 3. A committee was appointed to co-operate with the superintendent in putting a graded system of schools into immediate operation and to make this the leverage for securing longer terms.

(*d*) The syllabus was the very thing needed for the work of this institute.

(*e*) The town of Brandon has been trying to maintain two public schools and run them full term. Now the town is trying the other extreme, and has abolished them altogether, except as supported by the county. The full term of Rankin is four months, and the superintendent tells me the maximum salary is about $31.

HINDS COUNTY—*Colored Institute.* (*a*) This was a large and enthusiastic institute. Its numbers reached 109 teachers, besides a number of visitors. The superintendent had prepared well for this work. The interest of superintendent and teachers was most excellent. The people took some interest in the work.

(*b*) The institute was one of the best in every respect.

(*c*) 1. The importance of longer terms was urged in public meeting, and the teachers were led to see how much more satisfactory work they could do with such terms. 2. An enthusiastic lyceum was organized. The superintendent proposes to grade the county schools, and will, I am sure, make this a means of securing longer terms.

(*e*) The syllabus was well suited to the work, and its outlines were studied with keen relish by the teachers. The splendid success of the institute is due to the well-directed efforts of Mr. North, the most excellent county superintendent. I find that nothing has so important a part to play in the school work of a county as the zeal and efficiency of the superintendent.

DISTRICT VIII.

J. G. DEUPREE, Conductor.

I had charge of colored institutes in Issaquena, Sharkey and Rankin counties. As to particular features in each institute, I refer you to the reports I made to the several county superintendents.

I interpreted liberally your instructions to modify and adapt the syllabus to needs of colored teachers' institutes. Believing that they needed instruction mainly in spelling, reading, language, grammar and arithmetic, I gave most of the time in all these institutes to these branches—to subject-matter directly, to methods indirectly and incidentally. In each institute I lectured once on this topic;

"The Destiny of the Negro in the South is in the hands of his teachers." I told the teachers that Mississippi is trying a costly experiment in supporting schools for the negro. Mississippi is anxious to do what is best for the negro. The character of the education, its intellectual and moral value, its industrial value, are all in the hands of the teachers, and this involves the destinies of the race. The South is not responsible for the presence of the negro nor for slavery and its consequences. The greater part of the responsibility rests with the North. But the South is the true friend of the negro and will do all possible for his elevation. The sooner this is properly appreciated, the better for all concerned. Along this line I spoke freely and plainly. I was heard gladly and thanked for the advice given. Resolutions were passed expressing satisfaction and gratification at the interest Mississippi manifests for her colored population. In all the institute work, great interest was taken and I believe great good will be the result.

The colored teachers were organized into lyceums, and I doubt not most of them will enter heartily into the race for higher attainments and greater professional efficiency. They manifested a spirit of progress and a zeal for learning that is indeed commendable. I held my first

WHITE INSTITUTE IN WARREN COUNTY.—By reason of illness, Supt. H. T. Moore was absent on the seacoast. Maj. Chas. Swett had not been notified in time to distribute the syllabi and to communicate with all the teachers. Hence the attendance was smaller than would otherwise have been the case. But the interest manifested by Maj. Swett and the teachers was all that I could ask. The Major, acting as superintendent, did everything possible to promote the work, and the teachers cheerfully performed all tasks assigned them.

The character of the work was of a high order. In the main, I followed the syllabus, giving little attention to subject-matter, *per se*, somewhat more to methods, but laying stress upon the fundamental principles of education—the application of psychological truth to the theory and practice of teaching. Maj. Swett rendered valuable help in many ways, but especially in daily lectures on school-law and our public-school system, and kindred topics of a practical nature. Some teachers, too, gave us most excellent talks on reading and other topics. All entered heartily into the discussions.

A lyceum was organized which promises well. Many teachers will read the Mississippi Journal of Education and other educational periodicals.

The subjects of grading the county schools and lengthening the term were fully discussed, but no immediate action was taken.

The syllabus was a *vade-mecum* to conductor and teacher. With it in hand, it was easy to enlist and hold the attention and to guide the discussions along lines of professional thought. I held my last

WHITE TEACHERS' INSTITUTE IN HINDS COUNTY.—Supt. C. S. North had done much preliminary work—all that had been suggested in the syllabus and more. In consequence, we had a good attendance from the first. Interest and numbers grew as the work progressed from day to day. Teachers, superintendent, and people, were regularly and constantly present, and all alike gave earnest attention to the lectures and other exercises.

The character of the institute was, in general, similar to that in Warren county. As there, so here, I tested the professional attainments of the teachers by having them each to hand in a written discrimination of the terms "teaching," "training," "instructing," "educating." Generally, the terms were well discriminated. This determined my putting the work on a high plane, as I had done in Warren for like reason. The results have been gratifying, and have justified the course pursued.

Teachers who had been at Oxford, Lake and Wesson, gave terse but graphic accounts of good methods learned, others gave valuable lessons drawn from Hinds county pedagogical library and from experience.

The night session was devoted mainly to urging the extension of the school-term. The arguments were well received. Good results may follow.

A lyceum of nearly fifty members was organized and will meet monthly for round-table conferences in the interest of professional progress.

The discussion of grading country schools resulted in the appointment of a strong committee, headed by Supt. J. C. Hardy, of Jackson, to prepare a scheme of grades for the schools of the county, and it is proposed to put the same into effect at the opening of the fall term. This will stimulate parents to keep the children in school till the end of the term, create renewed interest in education, and make the imperative necessity for longer terms so strongly felt that it is confidently believed that the board of supervisors in 1895 will be impelled to levy a tax sufficient to extend the terms to at least eight months. So mote it be!

As before intimated, the syllabus was found admirably adapted to accomplish the purposes of the institute as set forth on page 15.

DISTRICT IX.

C. F. WEBB, Sonductor.

JASPER COUNTY.—*Colored Institute.* There were fifteen teachers in attendance during the session, and with scarcely any exceptions they entered into their work with the proper spirit. They were regular and prompt in attendance, studious and attentive.

Superintendent S. F. Thigpen was present at one or the other of the institutes every day. On three occasions he spoke at length to the members of the colored institute, and in each instance showed himself full of concern for the educational interests of his county.

The people gave the institute conductors a cordial welcome, and seemed to look upon the institutes as a means for the making of a better class of teachers, and through these the elevation of educational standards in the county. A number of persons, both white and colored, attended this institute every day and observed its proceedings with no little interest.

On "Parent's Night" our audience-room was filled to overflowing with visitors from the town of Paulding and from the surrounding country.

This was a good institute, despite the fact that so few teachers were present. There was not a dull hour spent. Upon all topics presented the teachers spoke freely, and herein they displayed their scholarship and teaching ability to great advantage. A number of these teachers have a college education, and nearly all have had long experience in teaching. Eleven of the number delivered speeches on the occasion of "Parent's Night." There is a considerable professional spirit amongst the teachers; they are growing; they aspire to higher usefulness; they will make good use of what instruction the institute may have afforded.

On the occasion of "Parent's Night" for white people, two appeals were made to the people for an extension of the public school term—one address by a member of the institute, and the other by the conductor.

The purposes and value of county lyceums were explained by the conductor on the last day—about an hour being taken up for this object. The teachers were prompt in undertaking the work, as they always gave evidence of being dissatisfied with their professional ability, and accordingly the necessary preliminary steps for organizing lyceums were at once taken. Four lyceums were then provided for, text-book was chosen, and the teachers were then advised on the manner of conducting the work.

Upon conferring with the county superintendent, the conductor decided to give no attention to the question of grading the country schools, except to emphasize the importance of so doing in case the term should in future be lengthened.

The syllabus, while containing more matter than could be well examined in five days, was found to contain almost all points upon which the teachers desired to inform themselves.

CLARKE COUNTY.—*White Institute.* The institute was organized, with the assistance of superintendent A. Trotter, on Monday, August 6, and closed its session on the following Friday.

During the week forty-two teachers were enrolled. They represented every beat in the county. Not all the teachers were regular or punctual in attending the institute, though some managed to report on time every morning after having traveled ten and fifteen miles.

The superintendent was as active a worker as any member of the institute. He was never found wanting when called upon for opinions upon any topic brought up for consideration. He took occasion several times to encourage, advise and assist the teachers or the conductor, according to the demands of the moment.

Scores of ladies and gentlemen from town and country visited the institute day after day, and gave close attention to what was said and done. There was hardly a minute in the daily session when the county court room (where the institute was held) was clear of interested visitors. Some would come at the beginning of the day's work and remain to the end. Soveral public meetings were held at night, and each time we had a full house.

This institute devoted nearly all the alloted time to the consideration of only a few subjects—the most important ones—contained in the syllabus. Perhaps no more than half the matter laid down was examined; yet the time was well spent, as the teachers were thus enabled to exhaust all topics presented.

Helpful talks were daily made by teachers and superintendent. The conductor tried to induce all members of the institute to take an active part in the proceedings, but failed—the discussions being carried on by the few. While we had many hearers amongst us, we had few doers.

I believe the teachers formed, during the institute, better ideas of their obligations as educators, and better ideas of what true teaching is, and that next year they will attain very desirable results in the school-room.

Up to the close of Wednesday's exercises, the conductor had made no special attempts to urge the necessity of longer terms of public schools; but on Thursday State Superintendent J. R. Preston visited the institute, remained throughout the day's session and at the night meeting made a strong speech in favor of lengthening the school term by an additional levy.

Upon the great need of organization for professional study, the teachers were all agreed; and so, with but little difficulty, arrangements were made for the establishment of three lyceums in the county. The time and place of the first meeting were chosen and a text-book was adopted.

The county superintendent having explained to the conductor the impracticability of grading the country schools—on account of the short term—no time was taken to discuss that subject in the institute.

The syllabus answered all the purposes for which it was gotten up. The teachers were well pleased with it, because it was so full of instructive and thought-provoking matter. They found enough in the syllabus, as they declared, to last through several institutes.

LAUDERDALE COUNTY—*Colored Institute.* The institute was held in the hall of Meridian Academy, August 13 to 17, inclusive.

On account of bad weather, only a few teachers were present at the opening, but during the week some forty or more attended the institute. The degree of interest in institute work was, with some exceptions, highly commendable. About half of the teachers were active and zealous; the rest were either passive or entirely unconcerned. A few of the "school keepers," who were evidently tyros in the calling, had to be reproved by the conductor for misbehavior.

County Superintendent W. G. Stevenson assisted in the preliminary work of Monday morning, and on the next day addressed the teachers on "The Relation of the County Superintendent to the Prosperity of the Public Schools." His manner and tone on this occasion made it clear that his chief concern was to advance the interests of public education in Lauderdale county.

The conductor came to the decision, before the week had passed, that county institutes possessed no charm for the colored population of Meridian—a decision based upon the fact that only two persons visited the institute, and one of these was a *quondam* teacher.

There was more spirit and more readiness exhibited in this institute than in either of the others I conducted; but, as has been indicated above, participation in the institute work was by no means general. Those who were most active, needed no urging—in fact, most of the talks were voluntary, and there was at times rivalry for the conductor's permission to speak. The institute occupied itself with live issues—those which teachers meet every day in the schoolroom, and so the recital of experience was one of the distinguishing features of the week's work. The "query-box" was also used to advantage.

One of the leading members of this institute took notes on the work of each day, and made accurate reports in the Meridian papers.

It being apparent that a public meeting of patrons and teachers would be difficult to effect, there was no opportunity of presenting the question of extending the school terms. The conductor, however, endeavored to impress the teachers with the great need of longer terms in the country schools.

On the last institute day, the advantages of county lyceums were laid before the teachers present. After a free discussion of ways and means of prosecuting lyceum work, preparations were made for organizing three lyceums in the county. The text-book for the first year was adopted, and arrangements were made for the first meetings.

As to grading the country schools, no efforts were made towards bringing about this end, as it was the unanimous opinion of the teachers that graded schools could not be successfully conducted in the country districts.

DISTRICT IX.

F. L. RILEY, Conductor.

JASPER COUNTY.—*White Institute.* (*a*) The general interest manifested by teachers, superintendent and people.

The attendance was irregular and rather unsatisfactory. I was informed by the superintendent that there are about seventy-five white teachers in Jasper county. Of this number only twenty-seven were enrolled, thirteen being in attendance the first day. Many of those who were absent were engaged in teaching summer schools, while others of this number are not in sympathy with either the institute or the normal work in the state. Some of those in attendance had never seen the syllabus, owing to the fact that several batches of them had been sent to certain teachers in different parts of the county for further distribution, and they had failed either to do this or to bring them to the institute. This disadvantage being overcome by requesting two or more teachers to use the same syllabus, we were enabled to do effective work, considering the circumstances. I do not wish, however, to ignore, or even to minimize, the high degree of interest manifested by the few who were in constant attendance. Out of justice to them, I must state that they deserve much credit for the promptness with which they responded to every request made by myself, thus contributing very largely to the success of the institute.

The superintendent was in regular attendance on the exercises throughout the week. Being a practical teacher, his discussions exhibited an interest in the school work above that of the average superintendent.

The most striking characteristic of this institute was the interest manifested by the people of Paulding and surrounding communities. It has never been my pleasure to hold a "parents' night" which was more largely attended and more enjoyable than the one held at this place.

(*b*) Character of the institute.

The general trend of the discussions may be characterized as practical rather than theoretical. It was the constant aim of the conductor to elevate the *esprit du corps* of the teaching body of the county. The thoughts and suggestions that were emphasized were such as could be taken by the teachers to their respective fields of labor and applied to the improvement of their schools. The teachers seemed to bring with them to the institute the very atmosphere of their school rooms. Hence, I found no trouble in giving a practical turn to all the discussions.

(*c*) What was done.

1. In urging the county levy to extend the term.

As this has recently been made an issue in Jasper county and failed to receive public support, the teachers and friends of education were urged to renew their efforts in this direction. This subject was also presented in a very satisfactory manner on "parents' night" by Prof. Webb, my colleague in the institute work.

2. In organizing the teachers for voluntary professional study.

The advantages to be derived from such organizations were dwelt upon at great length by the conductor. All the teachers present indicated a desire to become identified with the lyceum work, and agreed to give their hearty support to the various round-table meetings that were set on foot at this institute.

3. About grading country schools.

This subject was also presented to the institute by the conductor. The superintendent and teachers seemed to be desirous of grading all the schools of the county as soon as they can get the term extended.

(*d*) Fitness of the syllabus.

The syllabus was very helpful to me in conducting this institute. I found it necessary, however, to introduce a few subjects not in it, and to omit some of minor importance to the teachers of this county.

CLARKE COUNTY.—*Colored Institute.* The large number of teachers present, their regularity in attendance, the excellent order maintained, the number of honest queries propounded, and the eagerness with which they grasped and discussed all suggestions of a practical bearing, are evidences of interest which no one can gainsay. In regularity of attendance this was one of the most remarkable institutes I ever held. Out of the nineteen teachers enrolled sixteen were present the entire time. I was told that there were only two or three colored teachers in the county who were not in the institute. The attendants seemed anxious to make the most of their time, and held night sessions throughout the week. The program for these meetings had been previously arranged, and embraced many subjects of interest to them in their work.

The superintendent was in full sympathy with the work, and did much to make the institute a success. As the interest of the teachers in a county is generally an index to the interest of the superintendent, I deem it unnecessary to say more on this subject.

The colored parents manifested little interest, as there were but few who visited the institute.

The greater part of the instruction related to teaching the primary subjects—such as language lessons, reading, spelling, geography, etc. In compliance with a special request from the teachers, two lectures were delivered on psychological subjects. Much attention was also given to school discipline, class management, responsibility of teachers, teachers' preparation, etc.

The exercises were not monopolized by a few of the experienced teachers, but, on the contrary, all became enlisted in the work, and particularly in some of the discussions, each day. Speakers were listened to attentively, and the exercises were sometimes extended beyond the time allotted by the program.

The best insight into the character of the institute that can be given is the evidence the teachers showed of a desire to increase their professional power. Notwithstanding their meagre salaries they responded, with astonishing liberality, to my request to purchase educational literature. Besides purchasing the book to be used in their lycemums, the nineteen teachers present the last day are now taking thirty-seven school journals, most of these subscriptions being taken during the institute.

In Urging the County Levy to Extend the Term.—The colored teachers of Clarke county are anxiously awaiting the extension of the school term, and are willing to do their part towards effecting such an extension. For this reason very little time was devoted to this subject in the institute.

Lyceum—After a brief presentation of the advantages of such organizations, the teachers, without an exception, signified a willingness to purchase the necessary books, and expressed a desire to enlist in this work. I found no trouble in organizing round-table conferences in two of the most accessible points for the teachers in the county. The names of all present were enrolled in one of these two organizations, officers were elected, book adopted and time of meeting announced.

The advantages of grading were presented, and the teachers were told how to grade their schools. I feel justified in predicting that all the schools of this county will soon be graded, as the term has just been extended from four to six months.

LAUDERDALE COUNTY—*White Institute.* Though the attendance was rather unsatisfactory, owing to the weather, the interest manifested by the few teachers present was very gratifying. Only a small per cent. of the teachers of the county were present. Several of the teachers in the city schools of Meridian were enrolled and contributed very largely to the success of the institute. Though the attainments of many of the attendants were by no means meagre, they manifested at all times a desire to improve, to extend their knowledge of educational methods and principles, to increase their teaching capacity, and to augment their power to do good. Both country and city teachers were constantly on the *qui vive* for the way to adapt the instructions given to the needs of their respective schools. I found no difficulty in preserving good order and in directing their discussions in the proper channels. The teachers were at all times very courteous and attentive.

The superintendent manifested, throughout the week, as intense an interest in the institute work as a conductor could have desired. I found that he had done everything in his power for the success of the institute and for the comfort of those in attendance. His uniform courtesy and his hearty co-operation placed both conductors and teachers under lasting obligations to him. These two very substantial evidences of his interest I recall and mention with much pleasure.

Several accounts of the proceedings of the institute appeared from time to time in the Meridian daily papers. This is the only evidence of popular interest in the institute that I deem necessary to cite in this connection.

To quote my report to superintendent Stevenson, "the most striking feature of this institute was the high degree of intellectual and professional attainment which characterized those in attendance." I might further characterize this institute by saying, in short, that it was a real "feast of reason and flow of soul," a genuine little educational revival that was very gratifying to all.

(1) In urging the county levy to extend the term:

This subject was discussed, but no organized effort in this direction was initiated.

(2) In organizing the teachers for voluntary professional study:

All the teachers present expressed a willingness to join such an organization and a desire to begin active work along this line as soon as possible. They adopted a book with which to begin this work, but were unable to arrange the details for the meetings for the various round-table conferences. A committee was appointed to perfect these organizations as soon as possible.

(3) About grading country schools:

The necessity for grading the country schools was discussed and several practical suggestions offered in this connection. It seemed to be a prevalent opinion among the teachers that no effective work could be done in this connection until the extension of the term.

NEWTON COUNTY.—*Colored Institute.* (*a*) The general interest manifested by teachers, superintendent and people:

A very large per cent. of the colored teachers of the county were in constant attendance, notwithstanding the inclemency of the weather. Many of them brought their books with them and were continually propounding questions relating to the subject-matter contained in them. I have never conducted an institute where more text-book instruction was sought and given. Their interest in the cause of education was further shown by the fact that sixteen new subscriptions were given for school journals by the nineteen teachers in attendance.

Owing to sickness, the superintendent was with us only one day—the last of the institute. During the short time he was present he manifested much interest in the advancement of the colored teachers of his county, and did much to encourage them to invest in educational literature. We had no colored visitors at the institute; hence I cannot say that they manifested any interest in the work.

(*b*) The character of the institute: There were many striking points of analogy between this institute and a real school. The order maintained, the lessons recited, and the final examination on the weeks' instruction, all served to remind one of a school-room. The text-book instruction was interspersed with lectures on teachers' preparation, teachers' responsibilities, class management, school discipline, morals and manners, etc. The greater part of the instruction related to the primary branches.

(*c*) What was done? (1) In urging the county levy to extend the term. It was not deemed necessary to dwell on this subject, as the negroes do not oppose an extension of the school term.

(2) In organizing the teachers for voluntary professional study: Two round-table conferences were organized for the colored teachers of this county. All the teachers present were enrolled as members of one of these organizations. Officers were elected, book adopted and places of meeting announced at the close of the institute.

(3) About grading country schools: This subject was discussed, but no steps were taken to put the graded system in execution in the colored schools of the county.

SMITH COUNTY.—*White Institute.* (*a*) The general interest manifested by teachers, superintendent and people: Owing to the large number of summer schools and the general indisposition of some of the teachers to attend an institute, the attendance was unsatisfactory. The larger part of the attendants were young ladies and gentlemen of very limited experience. They were backward in expressing themselves, yet they evinced by their regular attendance, their good order and rapt attention, an interest that was very perceptible.

The superintendent manifested a deep interest in not only the institute, but in all means that are being used for the advancement of the profession. By his prompt and regular attendance he proved himself a leader of his teachers, and gave them a practical example of what an active teacher may do towards the success of an institute.

There were not many parents present during the week, but those who did come were almost as regular in attendance as many of the teachers. The attendance, however, on "Parent's Night," was very satisfactory.

(*b*) Character of the institute. Owing to the extreme backwardness of a large majority of the attendants in expressing their ideas and in answering the questions propounded, I had some trouble in directing my discussions so as to make them of the greatest practical benefit to those present. This difficulty was, to a degree, removed when the teachers became more familiar with the workings of the institute. I believe that the interest shown indicates that many valuable points were carried away by those who attended the institute.

(*c*) What was done. (1) In urging the county levy to extend the term.

This subject was ably presented to an audience of teachers and citizens by our worthy State Superintendent. It is expected by the friends of public education that this speech will produce visible results in a short time.

(2) In organizing the teachers for voluntary professional study.

The teachers expressed a willingness to join such organizations, but it was thought best to defer the matter until the next meeting of their county association. Permanent organizations of this nature will probably be effected shortly.

(3) About Grading Country Schools:

After considerable discussion on this subject, a committee was appointed to arrange grades to the needs of all their public schools and report same for adoption at the next meeting of their association.

(*d*) Fitness of syllabus:

We were unable to discuss more than two-thirds of the subjects in the syllabus in the five days. I insisted that the teachers continue to study these subjects after returning to their work.

I feel constrained to say, in conclusion, a few words with reference:

(1) To School equipment:

A majority of the teachers in my institutes seem to think that to supply their school-rooms with most simple and necessary equipments would involve an expense too heavy to be borne. Many of them have expended a sufficient amount of money in purchasing expensive black-boards to secure not only boards but many other necessary equipments. In several cases they had paid enough for one yard of board to provide good black-boards for entire school of forty or fifty pupils. I consider that the hints given on providing equipments for country schools a very important feature of the work in all my institutes.

(2) To the excellence of the syllabus:

I consider this the most important document of its kind that has ever been published in our State. The outlines on many subjects are so skillfully arranged that they will serve as excellent guides for teachers in their class-work—especially in the primary studies. I investigated closely, but failed to find a teacher who had studied through the last syllabus, after leaving the institutes of 1893. I, therefore, insisted, in all my institutes, that the teachers preserve this syllabus and use it as a school-room guide, and as a guide for further improvement after they return to their fields of labor.

While it is calculated to give light to the mind, I consider that possibly its greatest value is the heat it gives to the heart. The general tone of it is such that it has been of great value in awakening enthusiasm. The "search-light views have been of inestimable value in the work. They have done much in my institutes to form a wholesome atmosphere and create a healthy spirit. By constant use, these lights have reached far and penetrated deeply. As there is no better way to create "a disturbing consciousness" of the want of professional knowledge than by casting the light of great minds upon the overconscious, I deem the "search-light views" well worthy of the space they occupy.

DISTRICT X.

W. W. RIVERS, Conductor.

WILKINSON COUNTY.—(*a*) I held the institute for colored teachers in Wilkinson county. The teachers manifested a very lively interest in the institute during the latter part of the week. They were slow about coming in, owing, I think, mostly to the indifference of the superintendent, who seemed to care very little for the work. The people, generally, took no interest in the work.

(*b*) I followed syllabus in regard to its treatment of the leading studies. However, I did some text-book work on the M. A., and a little on grammar. The psychology was omitted, and practical points in school organization and school management substituted. The character of work done by the teachers was of the best.

Wilkinson county, I suppose, has the best grade of colored teachers in the State. They read professional literature.

(*c*) Little could be done in my institute towards extending the school term, but we organized a lyceum. Quite a number of the teachers subscribed for school journals. The county now has five months school term, and the matter of grading the schools was freely discussed.

I fund the syllabus well fitted for the work. From it could be selected such as suited the teachers of each institute.

(*e*) Taking everything into consideration, I consider the institute a success. The teachers seemed to be imbued with a spirit of enthusiasm and a desire for higher work.

AMITE COUNTY—*White Institute.* (*a*) Most of the teachers in Amite entered the institute in the early part of the week and remained throughout. The interest was fairly good. The attendance, however, was comparatively small, Sup't McGehee had made a great effort to secure a full attendance, and encouraged the work by his presence, but the schools were not out, and an indifference exists among the teachers who need the work most. They claim that no difference is made in the salary, hence it is that much time lost. The teachers were assured by Sup't McGehee that such would be the case no more.

While the people of the community took no special interest as manifested by their presence, yet they sought the acquaintance of the conductors, and talked school matters freely.

(*b*) Methods and school management were freely discussed and no text-book work done. The institute talked freely.

(*c*) The county levy was pushed not only in the institute but at the night meeting, at which we had the board of supervisors and other influential men of the county. The county is ripe for the move, and a united effort by the teachers will secure it for next year. The grading of country schools was presented in connection with the lengthening of the term.

Very few of the teachers present do professional reading, and while they thought it impracticable to organize a lyceum on account of the remoteness of the schools from any central point, they individually pledged themselves to do some work on that line.

(*d*) As before stated, I found the syllabus amply sufficient for selection.

(*e*) Several of Amite's teachers attended normals, but only one also attended the institute.

FRANKLIN COUNTY—*Colored Institute.* (*a*) There was very little interest manifested in the institute by the teachers. They were of the second and third grade. The superintendent is a believer in institutes and did all he could. The average attendance was not over five or six.

(*c*), (*d*) and (*e*). Of course, with the number and grade of teachers present, little could be accomplished. Nearly every one present subscribed for a school journal, and seemed to have determined to work for a higher grade.

Nearly all the colored teachers, as well as whites, come from other counties.

I feel that it does not pay to hold a colored institute in Franklin, and so stated in my report to the superintendent.

ADAMS COUNTY—*White Institute.* (*a*) I found the teachers in Adams thoroughly interested in the institute work. Nearly every one who attended the normals also attended the institutes. Quite a goodly number of the teachers in private schools entered heartily into the work. Each day we had a number of visitors, some of whom entered into the discussions. The interest of teachers, superintendent and people, was all that could be desired. I account for this, not alone by the character of teachers, but by the fact that those who attended the normals and who had gained enthusiasm gave their less fortunate co-laborers who could not attend the normals, the benefit of their presence and inspiration.

(*b*) The character of the work was on a high plane of theory and practice. No text-book work, and a great deal of discussion. While the teachers did not lead in discussion, they showed that they were thinking.

(*c*) As this is a "black county," the funds are amply sufficient to run their schools seven or eight months without any extra levy. There is some effort being made at grading.

A large and enthusiastic lyceum was organized. The teachers are so situated that they can easily get together, and are of such a grade as to do intelligent work; hence splendid results may be expected from Natchez. Nearly or quite all take some educational journal.

(*d*) As nearly all the teachers present were from Natchez and were familiar with graded work, little attention was given to grading country schools.

The syllabus was followed in the main, but not closely. The psychology feature was carried out entirely.

(*e*) Another feature helped the institute: there were no summer schools running.

JEFFERSON COUNTY—*Colored Institute.* (*a*) I had a good attendance of teachers, and the interest was fairly good, but far from enthusiastic. The superintendent had done his part in notifying all of the institute, and was present the greater part of the time. The summer schools prevented some from attending. The same complaint was made here as elsewhere in my district, that the certificate of attendance counted for naught. There must be compulsory attendance secured in some way. The very teachers sought to be benefitted by this work are not reached.

The summer terms also greatly cripple the efficiency of the work. I am persuaded that this is the primary cause of trouble. The superintendent, out of sympathy for that class of teachers engaged, does not feel that he is justified in making a distinction in the pay of those who do attend and those who *can not* attend.

(*b*) The character of the work, as in the case of nearly all colored institutes, was different from that used for the whites. The psyochology was omitted and practical text-book work required in its stead. The institute took a deep interest in school management and kindred subjects as it was applied to the country school.

(*c*) I could do nothing in my institute towards urging county levy, though badly needed. This county being next to Claiborne, the teachers are becoming "infected" with the idea of grading the schools, and attempts are made in that direction.

Throughout the work, Mr. Saunders and I placed our evening sessions at different hours, and thus were enabled to assist each other. I find that those counties that are scarce of teachers do not favor a six months term. The teachers at present get two terms of four months. This is entirely selfish and ignores the children, of course.

DISTRICT X.

C. E. SAUNDERS, Conductor.

WILKINSON COUNTY.—*White.* The institute for the white teachers, held at Woodville, from July 31 to August 4, was my first work. Number of teachers enrolled, 12.

The general interest manifested in the work was not as good as I think it should be, though the teachers present manifested an unusual amount of interest in the work. The teachers discussed subjects freely and were willing to talk when called upon.

The subject of school extension was fully discussed before the institute, and all were anxious for the school term to be extended for two months longer. The teachers and superintendent promised to take some steps toward securing the longer term for their schools.

The subject of grading country schools was presented and freely discussed by the teachers, and a course suitable to the work was presented. The importance of teachers improving themselves was fully discussed, and the best method for this improvement was given in the teachers' lyceum, and the value of such an organization was duly presented to the ininstitute; but no organization formed, owing to the small attendance of teachers.

I used the syllabus almost altogether, and found it very suitable to the work.

AMITE COUNTY.—*Colored.* The second institute was held in Liberty, in Amite county, for the colored teachers of that county. The number of teachers enrolled, 18.

The teachers manifested an unusual amount of interest in the institute, and those attending the institute were interested from beginning to end.

In conducting this institute I did not follow the syllabus closely, but put time on those subjects mostly needed by them, namely: mental arithmetic, grammar and physiology; these subjects I thought would be of much practical benefit to them. Drills were given on these subjects every day. Special attention was given to the subject of primary reading, and the best methods of teaching this subject was presented to them.

Special stress was put upon the subject of morality and importance of instructing their children so as to make good citizens.

Here we held a meeting at night, and talks were made to them by both conductors. The meeting was very largely attended.

FRANKLIN COUNTY.—*White.* The next institute was held in Meadville, Franklin county, for the white teachers of that county; held from August 13 to 17, inclusive. Number of teachers present, 20. This was about 75 per cent. of the teachers in the county at this time.

The interest manifested in the work was very good. The teachers here were very punctual in attendance upon the institute. The teachers present were very much interested in the educational work, and responded readily to all calls made upon them by the conductor. Extension of school term was discussed and the teachers and people, I believe, are anxious for it, but at present the county has a jail tax to pay and cannot levy extra tax for school purposes, though I believe when they are rid of the jail tax they will make extra levy for school purposes.

I did not think it advisable to organize a lyceum in this county, for the teachers are so badly scattered and so many bad streams in the county, that it would be almost an impossibility to come together once a month. I insisted upon their taking a course of reading at home and tried to impress them with the idea of self-improvement.

Grading of country schools was discussed, and a suitable course submitted to the institute.

On Thursday night we had a public meeting; it was well attended by the citizens, and the subject of extension of school term discussed.

ADAMS COUNTY.—*Colored.* From August 20 to 24 inclusive, I held my fourth institute at Natchez for the colored teachers of Adams county. Number of teachers present, 48.

I never saw teachers manifest more interest in the work than did the teachers at this institute from the beginning to the end. The teachers were willing to take part whenever called upon by the conductor, and were unusually punctual and regular.

There were several papers read before the institute by some of the teachers who had been previously appoited by the county superintendent; these papers were on subjects outlined in the syllabus, and showed that the teachers had made some study of the syllabus.

The subjects of extension of the school term and grading of country schools were not discussed much. This county, I think, will have a six or seven month's term next year.

I organized a lyceum of 22 members, and I believe that this organization will do the teachers some good.

I belive that this was a very successful institute, and much good was done.

JEFFERSON COUNTY.—The next and last institute was held at Fayette, August 27 to 31, inclusive, for the white teachers of Jefferson county. Number of teachers present, 16.

The attendance was very small for this county, probably due to the fact that there were three protracted meetings going on in the county at the same time; also, a great number of the teachers attending the summer normal at Port Gibson, and very few of them attended the institute.

There was very little interest shown in the institute by the teachers of the county, though the teachers that attended manifested some interest in the work.

I think that the white institute of this county was a failure, or at least it was the most unsatisfactory institute that I held.

The institute work this summer has been very pleasant, and the district in which I have worked the people have been very kind to us and manifested some interest in the work. I think that the institute, as a whole, has done much for the improvement of teachers.

DISTRICT XI.

J. M. WHITE, Conductor.

LINCOLN COUNTY.—In Lincoln county I conducted the institute for colored teachers. The attendance was small, and apparently little interest taken in the institute by the colored people. We had very few visitors. Enrolled thirteen (13) teachers, eight of whom were prompt and regular in attendance. The superintendent manifested interest and spent some time of each day in the colored institute.

The work followed pretty closely the syllabus, and I found these colored teachers quite well up on the methods of teaching the common-school branches. They have done some professional reading, so the general work of the institute was gratifying.

Nothing was done in regard to the extension of the school term except to show by frequent talks and allusions the necessity for such extension. A teachers' lyceum for professional study was organized, the book to be studied selected, and the time and place for the first meeting all arranged. Nothing was done in reference to grading the country schools. The syllabus formed a good outline of work, and the teachers were interested in all the subjects touched upon.

The syllabi were not distributed early enough for the teachers to do any work on them before the institute week.

PIKE COUNTY.—My second institute was held in Pike county. It, too, was an institute for colored teachers. The interest was progressive, growing from day to day to the last. We had quite a number of visitors every day. The superintendent spent some time in the colored institute. The total number of teachers enrolled was thirty-three. The presence of the State Superintendent for a short while on Tuesday, and his talk on educational matters, were much appreciated and did much to awaken interest in institute work.

I met some enthusiastic, progressive colored teachers in the institute, but they were the exception rather than the rule. The difference between the best and the poorest teachers in Pike county is very marked, and for this reason I found it unusually difficult to so direct the work as to accomplish the greatest good for all the teachers. I gave some text-book instruction, but possibly not enough time was devoted to work of that character, as so many of the teachers, before the week was over, showed great need of such instruction.

The necessity for an extension of the school term was emphasized, and I am sure the colored teachers of Pike county are ready to give to this movement their support and influence. A teachers' lyceum was organized, and a number of the teachers are soon to begin systematic professional study. Nothing was done in regard to grading the country schools.

The syllabus, generally speaking, was not well suited to these teachers. It was, however, more closely followed than it would be if the work was to be done over.

LAWRENCE COUNTY.—My third institute was for the white teachers of Lawrence county. Here much interest was manifested in the institute work by the superintendent, the teachers and the people. In all fifty-one teachers were enrolled, and a number of visitors present at all our meetings. This interest is largely due to the fact that Lawrence county has a wide-awake superintendent, an educational agitator, one who in so far as I could see, is at work along right lines. His work is all well systematized, and as a consequence his teachers are at work, and the general educational spirit and progress are keeping pace with the material development of this progressive county. The visit and admirable address of the State Superintendent did much for the general success of the institute.

I believe the institute was such as to awaken further interest and enthusiasm in the teachers, and that they left the institute feeling more keenly the importance of their work, and the necessity for thorough preparation on their paat to meet faithfully the great responsibility resting upon them as teachers. The syllabus was followed. The superintendent was present at all the meetings and assigned subjects from the syllabus to all the teachers. This put them all on duty, and they all did some work, much of which was quite credible and gratifying.

Parents' night was observed. The conductors made talks, each dwelling upon the necessity for an extension of the school term, and during the progress of the institute this matter was frequently alluded to. The board of supervisors was in session, and the teachers sent in a petition asking that the three mill levy be ordered. The board did not see fit to make the order. The superintendent is not satisfied, neither are the teachers, and it is my belief that they will continue to agitate the matter till the board will yield and the extra levy be made.

The teachers organized a reading circle for professional study. They selected and ordered the book to be studied, and are to begin work as soon as the books can be received.

Nothing definite was done in regard to grading the country schools. It is expected that this will follow the extension of the school term. The syllabus was well suited to the work, and it was quite closely followed.

JACKSON COUNTY.—My fourth institute was for the white teachers of Jackson county. The attendance at this institute was small, and there were comparatively few visitors. The total enrollment of teachers was sixteen (16). The superintendent was in the institute very little on account of sickness in his family. He is enthusiastic, however, and made a plain, practical statement defining the relationship of the superintendent to the schools, and to the teachers, and also developed the chief points in his part of the syllabus.

Though absent almost all the time, he was represented in the meetings by Mr. R. L. Bullard, now a lawyer in Scranton, but formerly a popular teacher in that section of the State. Mr. Bullard is much interested in educational matters, and his presence and practical talks were much appreciated.

The teachers came to the institute with a purpose, and the work of the entire week was pleasant, and I trust profitable. They were ever ready to develop any part of the syllabus assigned to them. They were punctual and regular in attendance; sixteen enrolled the first day, and they were present to the last exercise, with scarcely an exception, and expressed themselves as highly pleased with the week's work.

The Catholic influence along the coast seems quite generally arrayed against the public school, and this influence is being felt. It is believed, however, that the majority of the tax-payers of the county favor an extension of the school term. The teachers in the institute resolved to test the matter by making a thorough canvass of their respective school districts for signatures to a petition asking the board of supervisors to order the extra 3-mill levy for this extension. They also agreed to try to induce the absent teachers to make a similar canvass of their districts. The petitions are all to be sent to Mr. Bullard, who is to present them to the board, throwing all the light on the subject he can command. If the teachers are faithful in their work, I predict the levy will be ordered and the extension secured. They (the teachers) seemed earnest and determined in this matter.

A teachers' lyceum for professional work was organized, and soon systematic work on the three years course of reading is to begin.

Nothing definite was done in regard to grading the country schools. This matter seems to hinge largely on the extension of the school term. The teachers quite generally claim that it takes quite half of the four months' term to get the children up to the point in the text-books where they left off the preceding session.

The syllabus was well suited to the wants of the teachers in this (Jackson) county, and was quite closely followed.

HARRISON COUNTY.—My fifth institute was for the white teachers of Harrison county. The meeting of the institute was quite well attended—a number of visitors at all the meetings. The superintendent was very much interested in the work; he was present throughout the week and did faithful work. The teachers, too, 24 in number, were quite regular and prompt in attendance and in responding to the work assigned them.

The spirit of the teachers was excellent, and the interest in the work grew more and more as the time passed. I believe the institute was a success and that it will result in much good.

At the meeting "Parents' Night," talks were made emphasizing the necessity for an extension of the school term. The superintendent had already planned to ask a 2-mill levy for this purpose. These plans were supported by strong resolutions passed by the teachers in the institute. The superintendent is to go before the board this week, and he is very sanguine that the levy will be ordered.

A teachers' lyceum was organized and work on the three years' course of professional reading is soon to begin.

Nothing was done in reference to grading the country schools.

DISTRICT XII.

J. S. HUDSON, Conductor.

GREERE COUNTY INSTITUTE.—This institute opened at Leakesville, August 27, and enrolled three regular teachers of the county, and several young men who have never taught.

The superintendent had to attend court and could not meet with the institute till towards its close. He seemed to feel a warm interest in his schools, however.

Some of the citizens seemed alive to the needs of a high school, but an almost impassable barrier to this is the fact that one man owns nearly all the land in and around town, and absolutely refuses to either sell or lease a foot of it.

I addressed the people on the needs of such a school, and on the three mill levy. I think the levy has already been made, extending the term to five and a half months.

I desire to make special mention of the kindness of some of the citizens. Dr. Pool, county treasurer, the superintendent and his brother, showed me favors that were warmly appreciated, and the memory of which will ever be pleasant to cherish.

COVINGTON COUNTY.—This institute opened at Williamsburg, August 13, and enrolled, during the week, thirty-six teachers.

The superintendent was quite attentive throughout the session.

The citizens seemed to realize the importance of the work, and many of them visited the institute.

The teachers, nearly all young and promising, took an active interest, which seemed to grow warmer to the close.

The three-mill levy was earnestly discussed on "citizens' night."

A lyceum was organized, and the greater number of the teachers subscribed for professional literature.

The syllabus was well suited to the needs of the majority.

The people were deeply interested in establishing a high school, and the building is now being erected.

MARION COUNTY.—The colored institute opened at Columbia, August 6, and, during the week, enrolled eleven teachers.

At the very opening the teachers seemed to catch the spirit of the occasion. I never instructed a more responsive ctass.

During the week many of the colored citizens came in whom I addressed on their duty as patrons, trustees and citizens.

The work of the institute was rudimentary, the syllabus being followed only so far as it suited the needs of the teachers.

The three-mill levy was discussed on the streets with the citizens. All seemed alive to the school interests of the county, but said too much debt had been incurred lately to make an extra levy.

The teachers organized a lyceum and all subscribed for works on methods and management.

PEARL RIVER COUNTY.—The institute opened July 30, at Poplarville, and enrolled sixteen teachers during the week.

The superintendent was present almost every hour, and showed a marked interest in the welfare of his teachers, *as teachers*, and in the schools of his county.

The teachers were quite regular in attendance, and showed by their interest in the discussions that they had faithfully studied the subjects assigned from day to day.

The citizens, a little indifferent at first, soon warmed up to the real interest of the institute.

The board of supervisors have made a levy sufficient to run the schools five or five and a half months.

The teachers, without exception, subscribed for professional works and periodicals.

A course of graded work covering seven terms, was developed and adopted by the members of the institute, each agreeing to adopt the same in his or her school.

The syllabus was followed in the main. But the teachers having little experience, made it necessary to make the work on the elementary part of the subjects full.

A $5,000. school building was erected two yeare since in this little piney-woods town. This seemed to be a radiating center of common interest to the whole county, and bespeaks a continuous upper-current educationally.

JONES COUNTY.—The institute opened in Ellisville, August 31, and enrolled during the week 41 white and 6 colored teachers.

On reaching the town, the superintendent informed me that some of the teachers of the county were not in sympathy with the institute work, and that the attendance would likely be small.

I immediately addressed cards to all these, urging, in strong terms, their attendance. This had the happy effect of bringing in a large number.

I found a sad want of harmony between the superintendent and some of the teachers. I set about healing this breach through the work of the week, and was much gratified at seeing that unity of feeling restored that should exist between a superintendent and his teachers. The work of the institute was very good, and the results quite satisfactory.

Unfavorable weather prevented our having a citizens' meeting; consequently the 3-mill levy was not discussed before the public. I have, however, written an article on the subject for their county paper.

I organized a lyceum—every teacher subscribing for one or more professional works.

The syllabus was eminently suited to the needs of the institute. This was by far the most intelligent body of teachers I had the pleasure of meeting on my work. More than a dozen of them were graduates of some reputable institution.

DISTRICT XII.

W. J. TAYLOR, Conductor.

HANCOCK COUNTY—Institute of Hancock county began July 30. I met a large per cent. of the teachers of the county. They were easily enlisted; without exception they did a good week's work. They seemed discouraged because of the very sorry houses in the rural districts, and the indifference of the patrons. The way to better houses and better patrons was shown them. They saw, they believed.

Superintendent Stevenson is a live man. He had done everything he could to have conditions exactly right for a good institute. There was not a teacher who enjoyed the work more than he, or who gave more time to it. The people manifested quite an interest; they attended from day to day. "Patrons' Night" was well attended.

The county levy was made a certainty. Lycems were organized; every teacher joined and bought Page's Theory and Practice of teaching. A system of classification was agreed upon. The syllabus served a good purpose.

MARION COUNTY.—*White Institute.*. August 4th at Columbia. Attendance large and interest good. Here I had the good fortune of having two teachers who attended the Wesson Normal; they were entusiastic and very helpful. The week's work was vigorous, spirited and highly enjoyable.

Superintendent Sylverstien was burdened with anxiety until the institute began. Seeing all of his teachers in, and seeing an unusual interest at the very beginning, he was very happy until the work closed. His heart is truly in the work.

The people saw much of the work; they approved it and seemed moved by it. "Patron's Night" was a success. Institute was a success.

They are ready as soon as county expenses can be reduced, to make a school levy. The lyceum work was easily organized; every teacher (39) joined and bought Page's Theory and Practice of teaching. Plan of classifying county schools was agreed upon. The syllabus was admirably suited to the work of the teachers.

Nearly all of the teachers were comparatively young; thirty-one of the number expressed a purpose to take further literary training. The high school at Columbia has done a great work. Nearly all the Marion county teachers were educated there. I met graduates of that school in each of the adjoining counties. I have never worked in the territory of any high school that has yielded such an abundance of rich fruitage.

COVINGTON COUNTY.—Institute at Williamsburg began August 12. I had the colored teachers; seventeen attended. Fourteen were college students but one year; one was a graduate. They were unusually interesting; they were aglow with interest from the beginning, and did with might all that was required of them.

Superintendent Holcomb had done all he could to make both institutes a success. He was full of enthusiasm from beginning to end. The people manifested unusual interest. They attended the colored institute in large numbers from day to day.

I have never held an institute that was a greater success. The seachers seemed hungry for better things, with which the syllabus teemed, and thirteen of them expressed a determination to enter college at once and strike for higher attainments.

The effort for the special levy was strong. I think the teachers are determined to have it; the way is possible.

Every colored teacher joined the lyceum, bought Page's Theory and Practice of teaching, and left the money with superintendent Holcomb to pay for it.

Plans of classifying the country school work were discussed. Syllabus was suited to their needs; they were strong and able to comprehend it.

PERRY COUNTY.—*White.* I went to Perry August 20; I totally failed to get any information from superintendent Ferguson, though I wrote him five times—writing weekly until I reached his county. When I reached Hattiesburg I learned that the institute had been advertised to hold at Augusta—twenty miles in the country. I could find no one who intended to go. I learned that the superintendent had left the week before on a raft, and would be gone indefinitely. I learned that Mr. King, member of examining board, lived nine miles in the country. I took a team and went to his house. He was cold on institute work; he said the matter had not been worked up, and therefore there would be no institute. Soon after seeing him I met Mr. Clark, a leading teacher. He could not afford to loose the time. I proposed to pay his salary and he went but did not collect the fee.

Reaching Augusta Monday morning, I found three local teachers; by 12 o'clock Monday I had eight. The number did not increase, but the little institute was one of the very best I attended. The teachers did all they could and enjoyed the work hugely.

Superintendent Ferguson returned Wednesday, We all felt sorry for him; he is a splendid fellow. He attended closely all the exercises, and I fully believe he will look after the next institute better.

The people fook almost no interest in the work. I canvassed them closely; some really opposed the institute on the plea of its expensiveness. I think the objection was thoroughly dislodged.

On Friday I resorted to some rather caustic criticisms, which had the effect to close all the business houses, bringing the whole people together for the 3-mill argument. It was thought that many who had strongly opposed the institute were won over. I think the levy a possibility owing to the great earnestness of the teachers.

A lyceum work was organized and every teacher took Page's Theory and Practice of Teaching. Grading was considered and agreed upon. Syllabus was suited to the needs of the teachers.

WAYNE COUNTY.—*White.* The last work was at Waynesboro. We had thirty teachers; there were five male teachers who became enlisted at once and their attendance was regular, punctual and earnest. Some of the ladies—a few—were interested, but the majority of them could not be reached by any effort I could make.

Superintendent Lloyd had done all he could to get a full attendance. He was helpful in many ways, but he could not overcome the irregular, indifferent attendance of a majority of the lady teachers. Our only recourse was making their certificates show exactly what they deserved. The lesson will have a very wholesome effect.

Owing to some matters of a purely local nature, the majority of the patrons took no stock in the institute. This is explained by the fact that the Waynesboro Collegiate Institute is a local enterprise, owned by a joint stock company. They have a very good college building; they have no free school in connection with that school, although the town has no other school. The institute was held in the court-house, a place not suitable because of the nearness of the railroad and the consequent noise of moving trains.

The Principal, Prof. Powe, took no stock in the institute work, though I did all I could to enlist him. I have never met just such conditions. A local school opposed to the free school system with all its adjuncts. Only the more liberal of the citizens attended the daily sessions. The ministry and teachers of the town assumed a relation to the institute which was absolutely new to me.

The institute was only a partial success. Ten or twelve teachers were greatly benefitted as their certificates will show. Nothing could be done toward the special levy. The night was appointed. The people did not attend. I think an effort would be entirely useless.

Lyceum work was organized. Each teacher joined, and took "Page's Theory and Practice of Teaching." Grading was discussed and agreed upon. Syllabus suited to the work of the teachers.

SUMMARY.—I met one hundred and forty-seven (147) teachers. Each one bought a volume of Page's Theory and Practice of Teaching." Three counties will extend the term. One cannot by reason of the levy being at the maximum, because of heavy court expenses. One cannot levy a special school tax because of the opposition to the free school around the court-house.

DISTRICT I.

J. C. HARDY, Conductor.

In BENTON county, at Ashland, I conducted one of the best colored institutes it was ever my pleasure to attend.

Great interest was manifested by the people in our public meeting, at which was discussed the condition of their county schools.

The next week in TIPPAH county, I had the pleasure of conducting at Ripley, the white institute, in which we succeeded in getting up an educational revival, during which the county superintendent, (who is a magnificent lawyer), was converted, and the board of supervisors, who were in session, made to cry out what should the county do to be saved from that ignorance which has so long held the human family in bondage. I had an opportunity of being with them a great deal during the week, and of urging them to make the levy to extend the schools.

I believe it is safe to say that with the teachers of the county thoroughly organized and pledged to work both for a continuance and extended term, the county will maintain her schools in the future at least six months during the year.

The teachers will pursue a course of professional study mapped out during the institute, and undertake to grade the schools of the county as outlined by the conductor.

The influence of Blue Mountain College is very fine in that county, and the county superintendent, a live one; therefore, I found the schools in good condition, and the teachers, with a professional spirit.

There were nearly fifty teachers present the entire week.

It again became my turn to conduct the institute for the colored teachers at New Albany, in Union county, and though there were only about fifteen present, the institute was both profitable and pleasant.

Supt. Jones is proud of his colored teachers, and has a very strong hold upon them. He is doing a great deal to uplift the cause of education in that county. He understands the doctrine, and is not afraid to preach it.

We enrolled in MARSHALL county more than ninety teachers, being one of the largest county institutes ever held in the State. Most of them were young teachers, and it was an inspiration to stand before them in the capacity of a conductor.

They did faithful work during the entire week, and I hope the enthusiasm engendered in the institute will be carried to every neighborhood in the county, and that it may bear fruit among the people and in the school-room.

The State Superintendent visited the institute and his address was well received. I think he may always count upon the full co-operation of the teachers of Marshall county.

The ALCORN institute for white teachers has just closed, and I hope by the work of this week that the cause of public education has been materially advanced. The people here are very much enthused over the educational outlook for the town, and are very much disappointed in not having the State Superintendent with them in their public meeting. The meeting was addressed by Prof. Kincannon and myself.

The city will issue bonds at once to build a school-house upon one of the most beautiful lots in the State. It is their intention now to bid for one of the State Normals next year, and I hope it may be to the interest of the teachers for you to grant their request.

Supt. Reynolds is to be congratulated upon the condition of his schools, and the qualifications of his teachers.

The syllabus, which is a most excellent one, was followed very closely in this county, and I think splendid results have been achieved. The teachers are well organized for future work, and ALCORN county, in my opinion, ranks educationally among the leading counties of the State.

The teachers of Mississippi have been studying their text-books for the past eight years. I recommend that the institutes for the next few years be conducted along the line of encouraging them to pursue a course of professional and culture studies.

SUPPLEMENT TO REPORTS OF INSTITUTES.

1894.

The following pages from the official syllabus of 1894 are explanatory of the purposes of institutes, and of the topics reported by the conductors:

OFFICIAL SYLLABUS.

1894.

INTRODUCTION.

OBJECTS OF THE COUNTY INSTITUTES AND ADVICE TO INSTITUTE MEMBERS.

The leading objects of County Institutes are: (*a*) "Revival and conversion"—"not to create a complacent sense of wisdom, but a disturbing consciousness of the want of knowledge."

(*b*) To outline and discuss the essential principles and doctrines of education, and best methods of teaching, and of school management.

(*c*) To promote acquaintance and unity of purpose and action among the teachers, school officers and people of the county.

(*d*) Instruction in subject matter—touching only salient points and typical difficulties.

The syllabus for 1894 is designed to meet these ends and thereby afford the children of Mississippi better means of education.

It is hoped that it will be to conductors and teachers a guide to the systematic study and presentation of the subjects outlined.

Last year 4031 of our 7497 teachers attended the Institutes, and 916 the summer Normals. The number in each should be doubled this year.

TO COUNTY SUPERINTENDENTS.

The success of the Institute will depend largely upon the efforts of the county superintendent. He is its mainstay. His interests and exertions will exactly measure what the Institute will accomplish. We therefore urge upon each superintendent:

1. To advertise the Institute, and notify each teacher by printed postal; stating time, place and conductor.
2. To mail each teacher a copy of the program and syllabus at least a month before the Institute.
3. To be present at all sessions of the Institute, so that he may intelligently and accurately report the matters required by section 4063 of school law.
4. To use every means to make this valuable arm of the service successful in uplifting the teachers.
5. To warn teachers of the advice in the following note, and to carry out the suggestion therein contained:

NOTE.—The law imposes no penalty upon teachers for non-attendance upon the Institutes. A teacher who attends and *devotes the week to increasing his teaching power*, is worth more to the State than he would be if he did not attend. County superintendents are therefore advised so to notify their teachers. When employing teachers and making contracts superintendents should increase the salaries of those who present certificates of attendance so as to cover expenses at the Institute and pay for the increased value of the teacher's services. The State should pay her money to those who will qualify themselves to give the most valuable service, therefore, pay the best salaries to those who are willing to invest a part of it annually in making themselves better teachers. They alone can render value received for the money you expend.

TO THE CONDUCTOR.

1. *Qui, aut tempus quid postulet non videt, aut plura loquitur, aut se ostentat, aut eorum quibuscum est rationem non habet, is ineptus esse dicitur.*
2. Be a teacher at all times rather than a lecturer.
3. Do not be a politician in any sense of the word.
4. Study the syllabus profoundly and follow it, rigidly excluding all curious and profitless questions.
5. Keep in mind that the time, money, and opportunity of fifty or a hundred teachers are involved—for use, not waste.

AUTHORITY OF CONDUCTOR.

The Conductor, aided by the County Superintendent, shall have supreme control of the Institute. The Conductor and County Superintendent shall refuse to give a certificate of attendance to any member who shall fail to give faithful study and attention to the work of the Institute or refuse to comply with the rules herein prescribed, and all other reasonable requirements that may be prescribed by the County Superintendent and the Conductor.

Each Conductor is expected to provide himself with such simple apparatus as may be necessary to illustrate the subjects named in the program, and the best methods of teaching them.

REPORT BY THE CONDUCTOR.

The Conductor of each County Institute shall, at the close of the Institute, file with the County Superintendent a report showing:

(a) Alphabetic list of attendants — sexes separate — with days present of each; (b) general character of the Institute; (c) quality of work done by the attendants; (d) other matters deemed worthy of mention.

REPORT TO BOARD OF EDUCATION.

At the close of his last Institute the Conductor shall forward to the State Superintendent, a report showing for each county:

(a) The general interest manifested by teachers, superintendent, and people; (b) the character of the Institute; (c) what was done (1) in urging the county levy to extend the term; (2) in organizing the teachers for voluntary professional study; (3) about grading country schools; (d) fitness of the syllabus; (e) other matters worthy of mention.

TIME FOR HOLDING INSTITUTES.

All Institutes will be held between July 30 and September 10, 1894.

By order of the State Board of Education.

J. R. PRESTON,
President of Board of Education.

NARRATIVE REPORTS

—OF—

COUNTY SUPERINTENDENTS,

1894-'95.

ADAMS.

J. W. HENDERSON, SUP'T.

PROGRESS OF TEACHERS.—Toward all qualifications requisite to professional success, the white teachers of this county have made rapid strides. An almost universal transition from second to first grade, a corresponding progression in school management, and a very apparent *"esprit du corps"* are an ample demonstration of this advance. Largely, although not solely, the stimulus that has achieved this satisfactory result can be traced to institutes and normals. Of colored teachers I am constrained to speak with less emphasis. An advance, like in kind, and kindred in sources, may be predicated of them also; but lower in degree. Greatly to their credit, however, it may be said that while their actual achievements have fallen short of the whites, their spirit of progress has been even more decided. A mere glimpse into the unfavorable environment within which the colored teacher is constrained to live and move, demonstrates the great obstacles which confront his every step toward high attainment.

TEACHERS' LIBRARY.—Its volumes have been thoroughly appreciated, and kept in constant circulation; but the fund to which we have looked for a replenishing of our shelves has utterly failed us. Summer institutes absorb the entire receipts from spring and fall examinations, hence with just cause we appeal to our lawgivers for a more reliable source of supply.

TEACHERS' LYCEUM.—A lyceum composed of white teachers was organized in July, 1894, and has been maintained in good working order, up to the present time. A similar movement inaugurated by the colored teachers has proved less successful; but fresh vigor has been infused and better results are expected in the future.

COUNTY INSTITUTES.—These have been regularly held year after year, and well conducted. The managers sent out by the State Superintendent, have proven themselves fully competent, nor ever failed to infuse enthusiasm into the teaching corps. Teachers manifest a lively interest in these institutes and few absent themselves without adequate cause.

SECONDARY EDUCATION.—The colored schools of Adams county, including Natchez, its only separate district, aim no higher than the second grade in the State system of education. The public white school of Natchez aspires to articulation with the State University. This point of aspiration has not been quite reached, but it is hoped that the graduating pupils of 1896—1897, will be qualified to enter the freshmen class at the University.

Jefferson College, at Washington, Stanton Female College, and two Catholic academies, and Natchez College (colored) furnish excellent opportunites for secondary instruction

SCHOOL DISTRICTS.—In a county like Adams, which is intersected in all directions by impassable obstructions, no system could work perfectly. The present law is as satisfactory as any other one that could be devised.

SCHOOL HOUSES.—Our supervisors have dealt liberally, and much has been done toward the improvement of our school-houses. Far more, however, is required in order to make them what they should be. Sunshine and shower are successfully excluded, but many gaps and misfits admit the winter winds, and make sad havoc with the profitable use of an extremely cold day. It is gratifying, however, to know hat year by year, as time wears on, the evil grows less.

TEXT BOOKS. — The adopted books are used, and the pupils of our schools are fairly well supplied.

POPULAR SENTIMENT.—In respect to the education of white youth, popular sentiment is a unit, but in regard to the utility of educating the negro, now, as ever, grave doubts find frequent expression. Generally speaking, reflective minds are in favor of giving him a common school education within narrow limits. Of those who favor higher education for the colored race, the number is small,

ALCORN.

J. R. REYNOLDS, SUP'T.

PROGRESS OF TEACHERS. — Teachers are becoming more thorough in their knowledge of text-books—to pass at the examinations they must study — and they are gradually improving in school management.

TEACHERS' LIBRARY.—We have had no surplus institute fund to use in buying a library, and those teachers who most need one have not subscribed.

TEACHERS' LYCEUM.—Institute conductors Hardy and Kincannon, each organized in 1894 a lyceum in his institute, but they have done but little good.

THE COUNTY INSTITUTE.—The county institutes of the past year were not so well attended as in former years, but the teachers who attended manifested interest.

SECONDARY EDUCATION—We have one separate school district, viz: the city of Corinth; two high schools, viz: Jacinto school and Kossuth High School. The separate school district has two public graded schools—one for each race.

The graded school for white children, under the management of Prof. J. B. Park, has no competition in Corinth; all are united in an effort to make this school answer all purposes of local education. The attendance is better than ever before.

The graded school for colored children is progressing.

The Jacinto school, under the management of Prof. J. O. Looney, is prospering. The Kossuth High School, under Prof. F. M. Patton, is well patronized and seems to be on the road to success.

SCHOOL DISTRICTS.—The present law for districting the county has operated well since 1894. I believe in the district plan.

SCHOOL HOUSES.—Many of the school houses are in good condition, yet there are some that are not fit for the purpose for which they are used. Nearly all of them are poorly furnished.

TEXT-BOOKS.—The children are not so well supplied with text-books as they should be. Parents plead poverty as the cause.

POPULAR SENTIMENT.—The sentiment of the people is in favor of public schools.

AMITE.

GEO. A. MCGEHEE, SUP'T

PROGRESS OF TEACHERS.—The teachers of this county are progressing on all lines and are keeping pace with all others in doing good and effective work. The majority of them, realizing that to them is committed the future citizens of the State, are studying hard to acquire more knowledge and to learn better ways of instructing, thus securing to the schools real instructors and not so many hearers of lessons.

TEACHERS' LIBRARY.—We have a small library of twenty-seven books, which are taken out and read by the teachers; among these two books on psychology and three on pedagogy, are read and studied with profit by our most progressive teachers, which is doing much to raise the teachers of Amite to a higher plane as to a knowledge of psychological principles, and "The Theory and Practice of Teaching."

TEACHERS' LYCEUM.—I made an effort last winter to organize lyceums in three different parts of the county, but owing to causes over which I had no control, all my efforts came to naught.

COUNTY INSTITUTES.—The institutes held in this county were not so well attended as they should have been; many of the public schools are taught during the summer term, and the teachers therein employed could not attend, as their patrons were not willing to suspend the school for the week. The patrons of many of our schools do not think that a teacher, in order that he may keep in touch with this grand educational movement, must avail himself of all the benefits promised in these annual meetings of teachers conducted by gentlemen trained for this special work, which he can carry into his school-room to benefit the children. The work done by the conductors was well adapted to the wants of the teachers of each race. The suggestion that a meeting be held in a country school house during institute week, was carried out, and I think it will do more to interest the people than any other suggestion made in instructions to county superintendents; the towns get all the benefits, generally, but in this we reach the people in the rural districts.

SECONDARY EDUCATION.—Gloster is a separate school district; the white school is under the charge of Profs. Brown and Shaw, with three lady assistant teachers besides a music teacher. We have five chartered institutions of learning, the graduates of which constantly supply us with teachers.

SCHOOL DISTRICTS.—The system we now have is very good, and any change would be detrimental to the interest of the schools.

SCHOOL HOUSES.—In many districts the school houses are neat, commodious, and well adapted for school purposes, but in other places not much has been done to provide any house except one that will keep the children dry and *do* for a summer school. About one-half of the colored schools are taught in their churches.

TEXT-BOOKS.—The white schools are generally supplied with the adopted books except in places very far from market; the colored are not supplied. In visiting I find as many as three using the same book; poverty is pleaded as the cause.

POPULAR SENTIMENT.—The people of this county fully appreciate this great boon given us by the State. Nearly every one recognizes the fact that in the public schools the elements of an education is gained to be built on by a higher institution of learning, maintained in part by this same donation.

SIXTEENTH SECTIONS.—Nearly all the sixteenth sections were leased prior to the late war between the States, and during those stirring times the notes and funds on hand were destroyed or lost. In the investigation instituted by the board of supervisors, many of these sections were found leased, without recovery, for forty years yet; but in a few instances the title was thought to be defective, which in three cases has been decided in favor of the county, giving parts of sections to three townships. The board, at its last meeting, appointed three trustees for each township and it is through them that much can be done to make available all the means to do justice to the educational interests of their townships.

ATTALA.

T. J. FOWLER, SUP'T.

PROGRESS OF TEACHERS.—The progress made by teachers during the last year is very evident. This was fully shown by their papers in the September examinations, by their readiness to work in the institute, and by the fact, as I have ascertained, that many of the teachers are closely studying works on teaching and reading school journals. Such enthusiasm was never manifested among the teachers of my county before. I am confident that the teachers of this county are prepared to do more efficient work the coming year than ever before in the history of the public schools. Of their thorough preparation, I feel we that have just cause to be proud.

TEACHERS' LIBRARY.—We have a teachers' library, numbering twenty-two volumes. The committee appointed to make this selection doubtless did the best they could, not having the books to examine, but the selection proved not to be a good one; since the first purchase there have been no additions. Each teacher seems to be determined to have a small library of his own. Over fifty volumes were taken down by the secretary of the institute to be ordered for the teachers—said books relating to the school work and to be the private property of those ordering the same. These works to be ordered are up to date, while most of those of the teachers' library are, in their nature somewhat obsolescent.

TEACHERS' LYCEUM.—This work among the white teachers, under the able management of Prof. G. F. Boyd, principal of the city schools, did some good among the teachers last year. The weather was so extremely cold during most of the winter term that the attendance was not so good as we desired. We hope, however, to do better in this department of the work the coming scholastic year. There is no question but that the lyceum work greatly stimulates the teachers of the county, and cannot be neglected without much loss to school interests.

COUNTY INSTITUTE.—The county institutes, the white under the management of Prof. G. F. Boyd, and the colored under that of Prof. F. M. Street, were, indeed, a triumph along this line of the work. Never has better work been done in our institutes, both by conductors and teachers, than was performed this year. Instead of the work being done by the conductors and a few of the leading teachers of the county, it was general in its nature and operation, taking in the most timid as well as the most resolute. A general interest was aroused, and, consequently, the benefits derived were general in their effects. The number attending the white institute was fifty-seven, and that attending the colored was twenty-nine. These numbers were not as great as as we deserved, nor as great as we endeavored to get; but what we lacked in numbers we made up in enthusiasm.

SECONDARY EDUCATION.—In this respect but little is being done in our county. Ours being one of the hill counties, and the people of both races being poor, they are unable to do much in this direction. With the return of prosperous times, if they ever come, I look for a forward movement along this line. I am sure the people of my county are not indifferent to the importance of educating their children. They cannot, however, overcome impossibilities.

SCHOOL DISTRICTS.—In a county literally cut into strips and blocks by creeks almost innumerable, it is almost impossible, under the present law, to so arrange the school districts, and keep within the scope and limit of the law, to fully accommodate all the educable children. The school board of this county, however, have done the best they could. I think all the educable children have been supplied with school opportunities, but to do this the utmost limit, in the number of the schools for the white children, has been reached.

SCHOOL HOUSES.—There has been considerable improvement, in this particular, in our county. Houses have been enlarged in some instances, and, in others, repairs have been numerous. Never will school-houses be roomy and comfortable, however, until the patrons of each district, are compelled by law to contribute, each his share, to the building of the same. There are hundreds of school patrons in our State, who are willing to patronize a school taught in a house which is a disgrace to civilization, rather than contribute a single dollar to build a good one or even to repair the old one. Such men should be forced to do their duty, for without this they will never do it.

TEXT-BOOKS.—In the matter of text-books, the white children are not well supplied, much less the colored. The parents of many white children are unable to furnish the books which they actually need, and in some colored schools, many of the children are almost bookless. How this hurtful deficiency, in books, is to be supplied, unless the state takes the matter in hand, I am unable to tell.

POPULAR SENTIMENT TOWARDS THE PUBLIC SCHOOLS.—Except a very few men, who object to everything on earth, the public schools of our county have the universal support of popular sentiment. Our people realize that without the public schools in their midst, it would be almost impossible to give their children the benefits of the rudiments of an English education. What little objection exists against our public school system, is based on no substantial reason, and, therefore, amounts to almost nothing. The public schools are here to stay, and every effort should be made for their continued improvement. The system now in successful operation in Mississippi compares favorably with that of any State in the American Union.

SIXTEETH SECTIONS.—In 1893 the board of supervisors employed Mr. J. C. Clark to ascertain the condition of the sixteenth section lands of this county. From him I learn that less than 1,000 acres are unleased. The other lands belonging to this have been leased for the period of 99 years. The time in which these lands were leased extended from 1836 to 1855. The most of it, however, was leased between the dates of 1840 and 1855.

BOLIVAR.

N. B. SCOTT, SUP'T.

PROGRESS OF TEACHERS.—Teachers have been gradually improving for the last four years, owing to the strict examinations. The summer institute and normals help them some, but the dread of failing in the next examination is the lever that elevates them.

TEACHERS' LIBRARY—We have about 40 books; teachers read them as a rule.

TEACHERS' LYCEUM.—Very little has been done in this connection, on account of the teachers being separated so far.

COUNTY INSTITUTES.—Both colored and white institutes were held here this summer, and both were well attended. The teachers attended regularly and took great interest in the work. Much good was done, and I think all who attended will be better teachers.

SECONDARV EDUCATION.—There are no separate school districts, colleges or high schools in this county.

SCHOOL DISTRICTS.—There are fifty-one white and sixty-nine colored school districts in this county. They are very evenly distributed, so as to give as many children as possible a chance to attend school.

SCHOOL HOUSES.—Nearly all the white schools are taught in private houses. The colored schools are taught in churches. This gives the colored population tolerably comfortable houses.

TEXT-BOOKS.—The white children are well supplied, but the colored children are not.

POPULAR SENTIMENT TOWARD PUBLIC SCHOOLS.—The sentiment is all right, but the tax-payers are not willing to levy anything except a $3 poll to assist the schools. They are glad to see the schools prosper, but not enough to stand a little more taxation.

SIXTEENTH SECTIONS.—Under the first decision of the Supreme Court this county would have fared admirably. It would have recovered several very fine sections, but the Supreme Court erred and had to reverse themselves, which knocks us out.

CARROLL.

B. F. WILEY, SUP'T.

PROGRESS OF TEACHERS.—I am very much pleased with the progress our teachers have made. One of our examiners, who has been an examiner ever since there has been a board of examiners, says the teachers have improved fully 50 per cent. during the last four years.

TEACHERS' LIBRARY.—We have thirty-eight (38) volumes in our library. While I don't believe we have accomplished as much as we should, yet I am satisfied that it has done some of our teachers a great deal of good. Our colored teachers have taken more interest in the library than our white teachers have.

COUNTY INSTITUTES.—Our institutes were well attended, and I am satisfied did a great deal of good. Prof. Deupree, who held our white institute, is too well known as an educator for it to be said that he was a success. Prof. Saunders, who conducted our colored institute, showed himself to be an efficient, faithful and conscientious educator.

SECONDARY EDUCATION.—We have no separate school districts in this county. We have four (4) high schools that are doing very good work—Carrollton Male and Female College, Vaiden Institute, Jefferson High School, Coila High School.

SCHOOL DISTRICTS — In all we have about 122 districts. We have too many, and many of them unfortunately laid off.

SCHOOL HOUSES—While we have some comfortable school buildings, there are a great many that are unfit for use in the winter. I have tried to get an interest in this direction, but it is very hard to do.

TEXT-BOOKS—We use the books adopted by text-book committee. In some localities the children are very poorly provided with text-books. I hope they will be able soon to do better.

POPULAR SENTIMENT TOWARD THE PUBLIC SCHOOLS.—While there are some who are opposed to the public schools, a large majority of our people are heartily in favor of them. The race question is about the only objection some of them have.

SIXTEENTH SECTIONS.—We do not receive anything from but few of the sixteenth sections. We gained nothing by the investigation, but lost every case.

CHICKASAW.

W. A. WILKINSON, SUP'T.

PROGRESS OF TEACHERS.—Our teachers are advancing in all matters pertaining to teaching. A majority of them evince great interest in their work. Our teachers will rank equal to any in the State. Their work in the school-room, and their examinations attest the progress they are making.

COUNTY INSTITUTES.—The institutes have been well attended. The teachers took a great interest in the work, and they were greatly benefitted by having attended. They have been a success in every respect.

SCHOOL DISTRICTS.—They are very poorly laid off. We have more than would be necessary, if they were properly made. The school-board made a mistake when the county was first districted. They should have laid off the county into districts, and then located the houses in or near the center of the district; but they attempted to arrange the districts around the old school-houses. This has forced upon us more schools than we ought to have.

SCHOOL HOUSES.—We have about one hundred. In many districts the houses are reasonably good; while in others indifferent; some are worthless. Two hundred dollars has been expended this year toward repairing and building school-houses. This amount will be doubled next year.

TEXT-BOOKS. —The uniform series of text-books are admirably adapted to all parties. On account of the "financial panic," the children are not properly supplied with books.

POPULAR SENTIMENT TOWARDS THE PUBLIC SCHOOLS.—The people are proud, and justly so, of the public schools. We seldom hear a person denouncing them. They are growing in favor with the people.

COLLEGES AND HIGH SCHOOLS.—We have in this county three colleges and high-schools, besides the separate district of Okolona, viz: Mississippi Normal College, President, H. B. Abernethy, Houston; Buena Vista Normal College, President H. D. Fetzer, Buena Vista; and Houlka High School, Principal R. A. Eubanks, Houlka. All these institutions are well attended, and they are doing a grand work in the up-building of educational interests in our county.

CHOCTAW.

V. J. BELL, SUP'T.

PROGRESS OF TEACHERS.—Has not been so marked for the past two years as was the case two years prior; yet improvements have been made all along the line, and our schools are on a much higher plane than they were four or even two years years ago as to the work done by both pupils and teachers.

TEACHERS' LIBRARY.—There is no teachers' library in our county, yet we have made many efforts to get one, failing for the want of funds.

LYCEUM.—We established one when Prof. Looney was here and failed to keep up the attendance.

COUNTY INSTITUTES.—Held under the able and efficient management of Profs. Street and Boyd this year, were not as well attended as we would like. However, good was done. Last year, under the management of Profs. Morrison and Looney, beneficial results were obtained by all that attended, the work of which was very marked on the colored teachers.

SECONDARY EDUCATION.—There are no colleges, and only one separate school district in this county—the Ackerman separate school district, just established They have made sufficient levies to run their school for eight or ten months, and we look to this school as a move in the right direction; under the able management of that energetic and proficient teacher, Prof. J. A. Hudson, we look to this school to accomplish much to improve the educational work of the county.

The Weir, Pine Grove, Blythe's Creek and Chester Normal High schools are of recent founding, and have not had sufficient time to demonstrate the good they may do. They have attendance ranging from 40 to 100 pupils each; some of the higher branches are taught in all of them. The French Camp male and female Academies have no connection whatever with the free school work. I am not conversant with the workings, but from the teachers examined, they do good work. These schools are under management of Central Mississippi Presbytery.

SCHOOL HOUSES.—We have had but little improvement in school houses for the past two years, owing to the *hard times* and the depressed condition of the financial affairs operating against advancement in school work.

Text-books are in use altogether in the public schools. Children are not as well supplied as they schould be; more especially is this the case in the negro schools. Really this is the greatest drawback to the successful operation of the schools in this county. If something could be done to remove this difficulty, it would, in my judgment, work an era of progress in the education of the masses of this State that would not only place the students and schools, but the future citizens as well, upon a higher plane of action. Can this defect be removed?

PUBLIC SENTIMENT.—There is no special objection urged against the public school system as operated, and all whom I have heard express themselves, are opposed to the Street amendment.

CLAIBORNE.

CHAS. K. REGAN, SUP'T.

PROGRESS OF TEACHERS.—(*a*) Qualifications. After a careful review of the situation, I am led to the conclusion that the corps of teachers occupying our public schools for 1894–'95, was about the best the county has seen; showing a high per cent. of scholarship, as evinced by the results of the examinations, they were amply able to handle familiarly all the text-work assigned them in our curriculum.

(*b*) Recognizing the value of system and method in all work, the control of their classes was characterized by codes of signals and orderly movements, insuring unity of action and cultivating a habit of subordination to authority, and reducing the tendency to confusion and noise to a minimum. Hence, except in a few cases, the schools were well disciplined and well managed.

(*c*) A valuable increase in the introduction of better methods of instruction is a most noticeable and gratifying feature of the work of this year. Primary grades are cared for and taught on a systematic basis, by methods modeled after those introduced by instructors in the Peabody Normals, while advanced grades no longer "say lessons," but receive instruction after well devised plans.

(*d*) Of course, it follows that most of our teachers have devoted much time to a study of their work. The teachers who have shown by far the most efficiency along the several lines are those who have been in regular attendance on the State Normals and the County Institutes. If I may be permitted to express my convictions, I have reached the irresistible conclusion that the improved condition of our teaching force is due very largely to the work of the Peabody Normals.

TEACHERS' LIBRARY.—Owing to the scant means heretofore under my control, I have been able to make only a limited purchase of books. We now have fifty volumes, most of which are works on methods, pedagogy, psychology, etc. Our teachers generally have not shown that appreciation of them which I had expected; whether through lack of time or desire, is not known. I suspect the former is the correct reason, as you know, they do "hard work" in this county. We hope to give them all access to an educational journal, for the next term, and thus cultivate the habit of professional reading, if it is lacking.

A considerable surplus of examination fees will be left idle in the hands of the county treasurers, after using 20 per cent. for purchase of library, and I recommend that the

Legislature empower the superintendent to use it for the contingent expenses of the annual examinations, or increase the amount which is now available for library purposes.

TEACHERS' LYCEUM.—The attempts to organize a Lyceum with its subordinate Round Table Conferences, have been disappointing, resulting in the temporary abandonment of the scheme. The main obstacles which have militated against success, are, first—the inability of the teachers to always find means of conveyance from their boarding places to the places of meeting, rendering the promise of prompt and regular attendance extremely uncertain, causing consequent dearth of interest in the work. Next, with all the many excellent qualifications of the teachers of Claiborne county, with their constant immolation on the altar of stern duty, with their loyal, conscientious devotion to their work, with all the zeal, the enthusiasm, the tireless efforts with which they have been working out the emancipation of our school system from the shackles of traditional bondage; will all these traits which have made me extremely proud of my corps of teachers, and which deserve far more than this faint testimonial from me; these teachers, working five days in the week and 160 days in the term, cannot be persuaded to relinquish their sole day of rest—Saturday—for further public work. The desire is not wanting, the benefits are recognized, but the condition exists as stated.

To atone for the neglect of lyceum work, we have, for the past two terms, at the close of our first half term in February, held teachers' meetings at some central point, lasting three days in each case. The points, or features, which characterize these conferences, are, first—the regular attendance of virtually all of my teachers, and their active, enthusiastic interest and participation in the exercises from first to last. Secondly, the programme covers some lyceum work, a large amount of pedagogical matter germain to the work in each school, instruction in certain branches, exemplified with pupils, debates on methods, etc. Next, the presence of the school patrons from day to day, gives these an opportunity to realize how solemnly and successfully matters affecting the weal of their children are considered, and the good endorsed, the bad rejected. These conferences are permanent fixtures.

COUNTY INSTITUTES.—These were held this term under the management of Professors S. A. Morrison, of Grenada, for the whites, and S. P. Walker, of Canton, for the blacks. At the institutes for whites, 18 teachers, principally young ladies, were in attendance; while 42 blacks were enrolled at the other. Owing to extended illness, I was able to participate but little in the meetings, being present one and one-half days. The work, however, of the two conductors was admirably suited to the occasion as far as I followed it, and the young teachers derived special benefit from the instruction. The reports of the conductors are herewith forwarded to you.

SECONDARY EDUCATION.—Alcorn A. and M. College. This institution, designed for the education of negro boys by the State, lies in the southwest corner of this county and furnishes an education at very low rates to the youth of that race. Under the management of its president, Thomas J. Calloway, a departure from its former system of instruction has been set on foot, and the work is now modeled closely after that at Tuskegee, Ala. Three hundred and five pupils entered the college last term.

This college has a most creditable exhibit, consisting of wagons, plows, shoes, printing—all done by students—at the Atlanta Exposition.

Chamberlain-Hunt Academy. This is a school under control of the Presbyterian Church. Located in the town of Port Gibson, and with a splendid endowment, under the able control of Professor W. C. Guthrie, with a faculty of four able assistants, this school has reached a degree of prosperity flattering indeed to its trustees and faculty. It is designed to prepare boys for a university course, and has furnished Oxford with quite a number of worthy young men.

Port Gibson Female College. As stated, this is a school for girls under the auspices of the M. E. Church, South, with Mrs. Mary H. Meek at its head, aided by three assistants. Having no endowment, and owing to the extremely depressed financial condition of last season, the patronage was not what this excellent institution deserved.

Port Gibson Separate District. This is composed of two schools, one for each race. These schools, under the efficient supervision of Professor James M. Taylor for the past three years, have attained a high degree of success, and the town's people are pardonably proud of their public schools, supporting them liberally with funds whenever necessary.

Rocky Springs High School. This institution was the outgrowth of a demand for the higher education within the county of the graduates from the county public schools. A number of public-spirited citizens of that locality erected at their own expense, and with their personal labor, a large frame building costing $1000, during the summer of 1894, and opened it for the public October 6th, of that year, placing Miss Eugenia C. Van Hook at its head, under the general supervision of Mr. R. L. Horton. The patronage, while not large, fully compensated for all current expenses. We hope to see this institution, begotten of such heroic sacrifices on the part of her patriotic citizens, the subject, always, of their tender solicitude, always flourishing, always to be a reminder of what they must do for the cause of education.

SCHOOL DISTRICTS.—The test of time has fully demonstrated that the Code section on this subject is excellent; and the results accruing from its operation are very valuable. It is a full solution of the many difficulties which surrounded the authorities under the former regime. The late amendments to the law have added many perplexities to the situation, and have well-nigh emasculated the law of its good points.

SCHOOL HOUSES.—The people of the county have been very much interested in having comfortable, attractive houses for the past three years. All the schools for the whites have good frame buildings, generally ceiled, and well-equipped with nice desks and benches. The blacks have their schools still in churches, with some ten exceptions, but they, too, have caught the spirit of improvement, and have done much towards making their surroundings comfortable. The Board of Supervisors has shown a liberal spirit by making appropriations for repairs whenever needed, where the property belongs to the county. The amount of blackboard surface found by me in every school is very gratifying. An estimate taken from my visitation diary shows over 2000 square feet of surface in all the county schools. Also we have in 30 schools that number of "Complete Charts"—most excellent additions to the teaching power of our teachers. Manifestly, all this means that our people feel that the school system for us is giving their children genuine elementary education.

BOOKS.—The pupils in the white schools are fully supplied with text-books; those in the black schools are poorly supplied with books of the higher grades, but as there are few of the latter race in those grades, the number of books lacking is inconsiderable. The Text-book Committee, which met on October 7th, made no radical changes in the former adopted list, so no difficulty is anticipated in the ability or willingness of parents to keep the children supplied.

PUBLIC SENTIMENT.—The best answer to this suggestion is to refer you to the preceding pages of this report. What public sentiment is on the question of popular education there is shown out with no uncertainty. Besides this, the people cheerfully pay a 2 mill tax, year after year, in order to give us a permanent term of 8 months. However, much unrest exists over the inadequate laws for the collection of taxes, especially the poll tax. With the poll tax collected on 250,000 polls in our State, insuring a revenue of $500,000 to the school fund, it will leave only $420,000 to be collected from the property in the State. This will insure an immediate respite from the well-founded assertions that one race alone pays the taxes, and cause a gradual decrease in the State levy.

SIXTEENTH SECTIONS.—The county has but two of these sections unsold. One is wild waste land, unoccupied; the other is partially cultivated, and has furnished an annual income of $150, up to the past year, when the rental was reduced to $117, owing to the stringency of the times. The titles to the others, some 20 in number, rests in private individuals for an average of 35 years to come. The Board of Supervisors has complied with the statute, but the investigation has not yet been completed; yet enough is known to permit the foregoing statements.

GRADING.—There remains no longer any doubt that we have reached the correct solution of grading district schools. The system introduced here has stood the test for three terms, and the results have been very gratifying along several lines, and have fairly revolutionized the public school work.

It has brought the patron into close touch with his children, it has brought the pupil and teacher into closer relations with each other and with parents, it has brought the Superintendent into close personal and official relations with all the three, and it gives promise to all four that at some near time in the future the doors of the public school will be thrown wide open to the departing sons and daughters of the State, each the proud possessor of the State's certificate that she has complied with her sacred promise to educate her youth. Space will not permit me to mention the many other meritorious features of a graded system, but I shall add here the number of pupils as arranged in grades for the next term, 1895-6. The teachers assuming charge of each school will find the class lists awaiting them, and the lever of organized work ready to be drawn.

	Whites.	Blacks.	Total.
First grade	261	1639	1900
Second grade	185	762	947
Third grade	207	613	820
Fourth grade	125	214	339
Fifth grade	72	22	94
Total	850	3250	4100

Graduates last term	14	....	14
Enrollment	864	3250	4114

The cause of popular education cannot go backward; it is the fiat of fate, and bespeaks for our country a glorious emancipation from the bonds of slavery, superstition and bigotry.

CLARKE.

A. TROTTER, SUP'T.

TEACHERS.—The teachers are securing better grades, which evidences the value of examinations to induce application to study of text-books.

LYCEUM.—There are no lyceums, at this time, though two existed during the winter term.

LIBRARY.—There is a nucleus of twenty volumes.

COUNTY INSTITUTES.—The attendance was 75, and was calculated to produce good.

SCHOOL HOUSES.—Most of them are comfortable. Furniture insufficient.

BOOKS.—Generally well supplied except in the negro schools where there is deficiency.

PUBLIC SENTIMENT.—Endorses the schools, and to-day it is safe to say 75 per cent. of the voters favor an extension of term to six months.

SECONDARY EDUCATION.—Prof. T. C. Anderson and Mrs. Hand have a school in Shubuta that is an honor to the county.

CLAY.

B. F. OWEN, SUP'T.

PROGRESS OF TEACHERS.—The teachers of my county, for the last two years, have steadily kept in the path of improvement, and have derived great benefit from attending our Institutes and Summer Normals. There is now but one second grade teacher reported in my white schools, and the number of first grades increases with successive examinations of colored teachers. The ambition to reach the longer term licenses seems to cause greater effort.

TEACHERS' LIBRARY.—Our library, when sufficiently increased to accommodate all teachers in the county, will be a strong auxiliary in the work of improvement. The ideas of the more experienced of the profession are being utilized by those of the county teachers who appreciate advice and experience.

TEACHERS' LYCEUM.—One of the objects of this organization, with us, is to raise means in addition to those received from the legal source, for the purchase of books for our library. Our lyceum holds its meetings quarterly and much mutual benefit is derived.

COUNTY INSTITUTE.—Mr. G. W. Huddleston, appointed to conduct our institute, handled it most successfully and in a manner that reflected credit on his efforts and those who assigned him to us.

The discussions and papers were well chosen, and considerable ability and learning displayed by these who participated. The mutual benefit derived from the interchange of ideas and the development of school methods from their various standpoints of study and experience, will be shown by resulting benefits to teachers.

SECONDARY EDUCATION.—At various points in my county, such as Cedar Bluff, Pheba, Hebron, Cairo, Coleman, Palestine, Pilgrim's Rest, Miller, Westbrook, Kilgore, Dexter, Palo Alto and Siloam, private schools have been taught, and patrons at these schools employ competent teachers who continue through the public term.

SCHOOL DISTRICTS.—One new school district was established in August by our county school board, in a portion of our fine prairie country, where an influx of Northern immigration made it necessary. There are now a sufficient number of schools in the county to meet the present demand.

SCHOOL HOUSES.—Our school houses, as heretofore reported, are reasonably comfortable, but of course, being mainly dependent on private means to keep them in repair, in some instances show neglect, and the children suffer in consequence.

TEXT-BOOKS.—Adoptions five years ago being closed with this year's report, we are gratified to state that the people have adjusted themselves to the uniform system of adoption, and as they understand matters, seem well pleased.

Some objections are urged by teachers to a part of the list, and some changes will, no doubt, be made when the text-book committee shall have finished its work. Expressions favoring State adoption are frequently heard.

Children are supplied with text-books where the parents are able to purchase them.

POPULAR SENTIMENT TOWARDS PUBLIC SCHOOLS—The sentiment in favor of public schools increases with the improvement of the system now in force, and it is generally wished that there may be no decrease in the strength that holds the helm of State education in the stream of educational progress.

SIXTEENTH SECTIONS—We are unable to report anything under this head.

LIST OF COLLEGES AND HIGH SCHOOLS IN THE COUNTY.—In addition, will say that the West Point separate school district contains a flourishing white high school, and one colored high school. Under the management of Prof. J. W. Fox, the white school made excellent progress last year. He had an able corps of six female teachers. The colored school was in charge of G. W. Miller. Whites enrolled, 325; colored enrolled, 366. With these schools, and the Southern Female College enrollment, 175; the West Point Military Academy enrollment, 40; and the Mary Holmes College, (col.), soon to be located here, West Point may claim to be an educational centre.

COAHOMA.

N. W. LEA, SUP'T.

The educational upheaval which has been going on in this State has not been unfelt in Coahoma county, and so marked has been the "progress of her teachers," that they no longer regard the examinations as monstrosities of a dark age, but a test which only the weak and inefficient would avoid. The anxiety about an examination is not so much as to failing but as to securing the best average possible, without any thought of dishonest means.

We are glad to say that no case of a dishonest examination among white teachers has been detected, while the closest scrutiny has always been used to find any violation of the letter of the law as to "holding honest examinations and grading according to merit." This assured feeling of success has derived its confidence and faith largely from the thorough work of the county institutes and summer normals. It is no longer a surface work, but a profound, thoughtful culture, penetrating every branch of the curriculum. It is no longer the teacher with "the boy and the book." But psysical plans of study—plans for the advancement and interest of the pupils of all, and special capacities are wrought out of this culture and "progress of the teachers."

Visiting the school, we feel this as soon as we enter the room, that it is no longer the "boy and the book," but thoughtful interest and thinking that is taking hold of teacher and pupil alike, and out of this is to come the growth which will make the State great.

Improved grades, higher salaries, greater demand for the best teachers are evidences of this progress. So decided has this education been among the people that wherever a first-class teacher has worked, the demand has been imperative for a return of teachers of the same character. This in turn has had the finest effect upon teachers, forcing them to question and study their weaker points, and make self-culture and self-rule and more manifest interest in their work, a work of constant attention, that all their powers may be brought up to the plane of their best ones.

We are prospecting for a teachers' library this winter, as now we have suitable offices for such in our new court house, and we propose the formation of a teachers' lyceum during the present term.

Prior to 1892 we had such meetings and found them very valuable, but our climatic conditions of late have driven our teachers largely into healthier districts in vacation, and last winter inclement weather and impassable roads were unfavorable to such organization.

No system of instruction for the whole body of teachers has ever been so effective as the county institute. Bringing to their immediate homes, you might say, the most thorough instruction, derived from practical acquaintance, with the most vital needs of every grade of teacher, and setting it out with a clearness and patience that inspires the most timid. The superior men sent out to do this work have left a lasting impression, and we see no substitute in the future for such. It is the only way by which many can be benefitted.

We are dependent almost entirely on the public schools, and though never less than five months, the link between the public school and the college ought to be supplemented by such secondary education as at least three high schools for each race in our best villages would give, and these for not less than nine months. We have so far accomplished but little in that way. I notice in the State Superintendent's very valuable narrative report of '92–3 he speaks of "district libraries," in which we fully concur, as a great means of educating teachers and pupils and people, and we could wish that he had with it urged the "readoption" of "English Literature" to the grand curriculum of the common schools again, giving thereby, books, criticism and the finest authorship to these same libraries at one stroke and making the English course compulsory by placing it in the curriculum.

Our school district is as yet a large field, and takes in the jungle somewhere on every line, so there is yet no wrangling over "territory," and as long as our school houses could not well be used for any other purpose than to teach in, there will come no such contests, but we are glad to note great improvement on the school house of ten years ago, with better desks and better blackboards, but some districts do not deserve even this slight commendation. Our County School Board have of late decided not to allow a public school unless a suitable room were provided, and we think it a good move.

Complete changes, fortunately, were not made in the text-books of our conty, and, possibly, we have as good an adoption as is to be met with in the State.

There has never been a warm and liberal support of the public schools of our county by the wealthier part of our citizens.

One great reason was they did not take hold of them at first and make them what they long ago should have been; then their patronage would have been secured, and their more liberal help as well.

There is a growing sentiment that persons who pay no taxes should not be equal sharers in the distribution of the public funds of the State. The amendment of section 206 of the constitution is urgently needed. I believe no sentiment is more settled in my county than that against the summer schools. These schools are all colored, and they are, to our best knowledge, mere farces, for the good accomplished. We have never visited a summer school and been satisfied with its condition, but under the present law we are compelled to teach them. My County School Board asks the Legislature to relieve this county, at least, of any more summer schools.

The sixteenth sections are not known, hardly, in this county. There is nothing in the present law by which they can be handled.

They are being devastated by timber hunters, and we have not for years had any revenue from them. We cannot answer for them, as their disposition is left with the Board of Supervisors, and, unquestionably, there is where it should be, with some little vigorous legislation.

COVINGTON.

N. B. HOLCOMB, SUP'T.

PROGRESS OF TEACHERS—There is no denying the fact that the teachers of Covington county are availing themselves of every means at their command to make the profession of teaching more successful and satisfactory. I am glad to be able to note the fact, that the most successful of our teachers are those who seldom, if ever, resort to corporal punishment as a means of enforcing good discipline in their schools. It appears to me that the introduction of the Teachers' Institute and the Teachers' Library has been the most potent factor in enabling teachers to secure prompt attendance and good deportment. When a child dislikes and fears its teacher, trouble is then begun; but when it loves and trusts its teacher, trouble then is done.

TEACHERS' LIBRARY—A small library was purchased two years ago for the use of the teachers. This consists of the following books: Painter's History of Education, Baldwin's Elementary Psychology, Howland's Practical Hints for Teacher, Quick's Educational Reformers, (new edition), Klemm's European Schools, Rosenkranz's Philosophy of Education, Parker's "How to Study Geography," Baldwin's Art of School Management, Greenwood's Principles of Education Practically Applied, Buckley's History of Natural Science, Guimp's Life of Pestalozzi, Boone's History of Education in the U. S., Preyer's Mind of the Child, Senses and Will, Baldwin's Psychology Applied to the Art of Teaching, Kay's Memory, What it is, and How to Improve it, Morrison's Ventilation and Warming of School Buildings, Adler's Moral Instruction of Children, Johonnot's Principles and Practice of Teaching, Spencer's Education, Moral, Intellectual and Physical, Guizot's History of Civilization.

TEACHERS' LYCEUM.—Only three Lyceums have been organized. These are attended only while the public schools are in session, owing to the fact that many of the teachers are off attending high schools or colleges during the time they are not teaching.

COUNTY INSTITUTE.—More and more interest is being manifested in the county institute every year since its institution. Our institute was not as largely attended the past school year as the year before, which was due to the lateness of the season when we had our institute, and, to the fact that quite a number of our teachers were rushing to finish their school terms that they might be ready to enter college or school as pupils. School patrons and others interested in the education of the children, have begun to see the good results of the county institutes and the summer normals, and look forward to their time of coming with as much anxiety as the teachers. The experiments made with the Peabody funds furnishes proof conclusive of the true worth of these teachers' meetings for their improvement. The normals, county institutes, and the industrial colleges, have been, and are yet, the safe anchorage of the educational interest of the State.

SECONDARY EDUCATION.—There are no secondary schools in the county. We look forward with great hopes that we will have them in the not distant future. When the tide of money investments turns to our towering long-leaf pines and vacant lands, then we expect a full development of our educational resources.

SCHOOL DISTRICTS—The present law on school districts does not, in my judgment, work well. We will never, I fear, have good school houses as long as this law is operative. School patrons will not venture the investment of much money in school houses as long as power remains in the hands of school directors to discontinue schools, move sites and change boundaries of districts every year. It seems to me that schools could be placed within reasonable distance of every patron in the county and allowed to remain so, unless a very large majority of patrons of district could see that a change in some way was absolutely necessary; in which case a change might be made. Permanency of location would certainly save a great deal of unnecessary worry to both patrons and school officers.

SCHOOL HOUSES.—We have but few school houses in the county that afford the convenience and comfort that a school house should, but enough has been done in the way of school building and repairing to greatly encourage anyone who has been familiar with the kind and condition of school houses a few years ago. The greatest trouble to be encountered on the subject of building school houses is that we have too many schools. And this is one of the stumbling blocks to the public school system. Funds are so divided as to place so little to each school that it don't amount to much after it is placed.

TEXT-BOOKS.—Text-book adoption is working well, and children are well provided with books. Three changes only were made by the committee on October 6, 1895, hence the expense incurred, necessarily, too, by the committee five years ago will be saved our people the next five years.

PUBLIC SENTIMENT TOWARDS THE PUBLIC SCHOOLS.—There is but little opposition now to the public schools, and would be none if the negro was out of it. The prevailing popular opinion, so far as I am able to ascertain, is that general education is necessary to a free government, and to extend it to all by public contribution is a public duty. But many, of course, would like to have each race maintain its own schools independent of the other. There is little cause, however, for serious objection to general education out of a public fund common to both races in this county, from the fact that the negro pays into the school fund, compared with the white, nearly as much as he draws out. This is, however, not as might be inferred from this statement that the negro has as much property per educable child as the whites, but it is owing to the fact that they have fewer schools to the number of educable children in the county. The enrollment, average daily attendance, average length of term during this scholastic year show a great increase of confidence and interest in the public school. It could not have been that the people were better able to send to school, from the fact that cotton (last year's crop) was lower than for many years; this caused a general depression in business of every kind.

SIXTEENTH SECTIONS.—There are six sixteenth-sections in this county which yield to the townships where situated interest or rent, and two that are subject to lease that have never been disposed of. There are quite a number of other sixteenth-sections that have in time been leased, some for a term of ninety-nine years and others for forty and fifty years. The record of the original titles to these lands has been destroyed by fire. A great amount of this sixteenth-section land has passed from one grantor to another since the first, or original lease was made, under the law of 1833 or 1842, who believed, it seems. that they were receiving and granting titles good for ninety-nine years from date of first lease. This appears to have been all that was known about this land until the board of supervisors employed, by authority of act of the legislature of 1892, Mr. D. A. McIntosh, an attorney of this county, to investigate the matter. I have carefully perused the abstract gotten up by him of all titles to sixteenth-section lands, and find his labors to have been very great and the investigation very thorough.

The result of this investigation cannot be known now of course. But enough is known as a result, to justify the conclusion, that the money spent to have this matter investigated was well spent, and will no doubt save many hundred dollars to the educable children of the county. This investigation brought to light the fact that many holders of this sixteenth section lands have held forty or fifty years leases instead of ninety-nine years as they thought, and the consequence will be, that within two or three years these leases will have expired, and the land will be again subject to lease. The reason that the time for which these first leases were made, is, or was unknown, is the fact, I suppose, that soon after leases were made, the court-house was burned and records destroyed. So that it is very evident that many parties holding leases for less than ninety-nine years were doing so ignorantly of the facts, since brought to light.

It will, indeed work a hardship on those holding forty and fifty year leases, to be compelled to surrender their homes, land and improvements. So it seems that it would be right for them to have a chance to redeem this land. They should be reimbursed in some way. They should be allowed to purchase these lands back on long credit with very small partial payments, with interest at five or six per cent.

As before stated, there are only two sixteenth sections in county subject to lease, and only six out of the whole number leased, that the funds for which they were leased have been saved to the townships where they are situated. The other funds have, by taking insufficient security for its loan, or by some other means, been lost.

DESOTO.

L. J. FARLEY, SUP'T.

PROGRESS OF TEACHERS.—On account of a full compliance with the law in regard to examinations, the progress of teachers has been considerable, in this county. They have been forced to realize that an examination means something more than simply attending the place where the same is to be held, and have, therefore, spent considerable pains in preparing for this ordeal, with marked results.

TEACHERS' LIBRARY.—Our library, though small, has been quite an aid to the teachers, especially the colored ones, who have made much use of it during the last scholastic year.

LYCEUM.—At the close of county institute, the white teachers organized a lyceum, and I think this move will redound greatly to the benefit of teachers, and educational interests in our county. The colored teachers organized, more than a year since, and much good has resulted.

COUNTY INSTITUTE.—The attendance was comparatively small, but much interest was manifested by those present, and considerable good was accomplished.

SECONDARY EDUCATION.—There are eight high-schools, but no colleges, in DeSoto.

SCHOOL DISTRICTS.—Under the old law, there was much friction and dissatisfaction as to the school districts, but under "acts 1894," this has been well-nigh avoided, and I think we will be relieved of a great deal of trouble on this head, in future.

SCHOOL-HOUSES.—The patrons are "almost persuaded" that a school-house should be some better than a barn. Several nice houses have been built during this scholastic year, and some have been nicely furnished with patent desks. The county, through its surplus school fund, has aided the patrons in this good work, to the full limit of the law. It has been my idea, in paying teachers, to endeavor to pay them reasonable salaries, yet save something, if possible, to be used in the improvement of school-houses, and on the first Monday in October last, $1,000 was expended in this way.

TEXT-BOOKS.—Owing to the fact that only a few changes in text-books have been made for a number of years in this county, the children are very well supplied, except among some of the colored schools. I am told by teachers of that race, that they have considerable trouble on that account. The colored patrons plead inability to buy the necessary books, and I think there is more truth than poetry in their statement.

PUBLIC SENTIMENT—There is a growing popular sentiment towards the public school, if we take as a criterion, the fact that there has not been, during this scholastic year, a single private school in the county. Only a few years back, we had 3 or 4 in Hernando alone, and others in other parts of the county. This year we have had only one school for each race in Hernando. Occasionally I hear some complaint against the system, from the fact "that white people are taxed to educate the negro," but I suppose you are aware that if some people were put in Heaven they would grumble.

FRANKLIN.

J. P. JONES, SUP'T.

PROGRESS OF TEACHERS—Doubtless the teachers of this county have made greater progress in the last two years than they made in any previous years. The reading of pedagogical works and the benefit received at the institutes, have been uplifting and inspiring to our teachers. It is evident that no teacher can attend the institute that has any degree of energy without being greatly improved. We have a few teachers that are making no progress, but the majority are not satisfied with their present attainments and are pushing forward to a higher degree of excellence.

TEACHERS' LIBRARY—Our library is not complete by any means, but we have a few standard works which are eagerly read by our teachers.

TEACHERS' LYCEUM.—We have no teachers' lyceum in the county.

COUNTY INSTITUTE—The institutes have been a source of great good to our teachers. Here they meet and study methods and exchange ideas, each getting the experience of the other, which, in my opinion, is worth more than all the theory that can be advanced. The institutes and the rigid examinations have done more to uplift our teachers than all things else.

SECONDARY EDUCATION.—This is not what it should be. We have neither a separate school district nor a college in the county. But we have several private schools that are doing good work.

SCHOOL DISTRICTS—Our county is traversed by five large creeks, which makes it rather difficult to district according to law. But by having some special districts we are enabled to have a school within reasonable distance of all. The board established five new districts last meeting.

SCHOOL HOUSES—There has been but little improvement along this line in the past two years. However, most of our houses are framed buildings.

TEXT-BOOKS—We use no other but the adopted series. I have cautioned teachers against using any other under penalty of law and they have observed it.

POPULAR SENTIMENT TOWARD PUBLIC SCHOOLS.—There is a sentiment in this county against public schools, but it is fast giving away. But most of our people are decidedly in favor of public schools.

SIXTEENTH SECTIONS.—This has given us a great deal of trouble in the past two years. Most of this land was leased before the war and in many instances notes, which were never collected, were taken in payment, and the result was but little of the money ever reached the county treasury. The record having been destroyed by fire, it is almost impossible, it seems, to ascertain who has proper title thereto. Nothing definite has yet been accomplished towards reclaiming this land. The board of supervisors have employed an attorney and I think that within the next two years a proper adjustment will be reached.

GREENE.

I. E. BRELAND, SUP'T.

PROGRESS OF TEACHERS—The teaching force of this county is making appreciable advancement, notwithstanding the many disadvantages under which it labors. Doubtless there are some who still teach for revenue only, but a large majority of the teachers of the county are getting something of the true professional spirit, and making use of every opportunity to better qualify themselves to meet the duties and responsibilities of their profession. It is a lamentable fact that we have to go abroad for most of our teachers, but many of those teachers from abroad have been teaching in our county for several successive years and have certainly done faithful and commendable work. When not employed as teachers they will be found in some Normal school as pupils, and return to their work with a better appreciation of their duties, and a more earnest desire to perform them. In the last few years a number of the young men and women of our county have qualified themselves to pass the examination, and are now teaching. Others are abroad attending high schools and colleges. So it is a matter of a short time only when we will have a supply of efficient teachers resident within our county.

TEACHERS' LIBRARY.—As stated above, most of our teachers are from abroad, and, as our funds are inadequate, we thought it unwise to try to establish a library yet awhile.

TEACHERS' LYCEUM.—On Saturday night after the fourth fall examination, October 27, 1895, the teachers of the county met and organized a teachers' lyceum. This meeting will be held once a month, under many disadvantages. Many of the teachers are young ladies from abroad, a long way from the county site, and without conveyance. But, notwithstanding this, a large percentage of the teachers have manifested a desire to enter heartily into the work, and we confidently expect good results from these meetings.

COUNTY INSTITUTE.—Much good flows from our institute, under the management of an expert. The one held in Greene this year was the best we ever had. About 70 per cent. of the whole corps was in attendance. The effect was productive of gratifying results. On "citizens' night" a goodly number of citizens were present and the conductor addressed, taking for his subject "The Public School." The subject was admirably handled and the effect very pleasing.

SECONDARY EDUCATION.—We have no separate school districts and no colleges. We have one High school, with two teachers and an attendance of about sixty pupils, which does excellent preparatory work.

SCHOOL DISTRICTS.—The law in regard to districts is complied with and is satisfactory.

SCHOOL HOUSES.—A majority of our school houses are now in good condition. All those recently built are frame buildings and commodious, but there are yet some of the old log houses, which are unfit for the purpose.

TEXT-BOOKS.—The adopted books are in use in all our schools, and most schools are tolerably well supplied.

POPULAR SENTIMENT TOWARD THE PUBLIC SCHOOLS.—No plausible objections are urged against our public school system, and none at all by the best element.

SIXTEENTH-SECTIONS—All sold.

HARRISON.

J. S. ALLISON, SUP'T.

PROGRESS OF TEACHERS.—The teachers of Harrison county have made considerable progress in their profession and are still advancing, notwithstanding the low salaries paid them, which almost entirely debars them from availing themselves of higher educational advantages offered by training schools and normals. I regret to report that comparatively little professional reading has been done during the past year. A few teachers take and study educational journals.

TEACHERS' LIBRARY.—Since my last report some valuable works have been added to the library, which now consists of over a hundred volumes, embracing the best works published.

TEACHERS' LYCEUM.—Owing to the distance teachers are apart while teaching, and to the fact that most of them are lady teachers, who have not the means to travel about, teachers' lyceums have been in most cases impracticable. Some organizations were made, but little success has been accomplished.

COUNTY INSTITUTE.—The last Institute was only a partial success. It was held at a time when nearly all of the teachers were teaching, and many could not well attend. Much benefit that ought to have been received by the teachers was lost by their failure to attend. The law should be changed, so as to close all schools for Institutes, and to compel all teachers to attend. A certificate of attendance for the full time of the Institute should be made a necessary qualification for lawful contract to teach. I have made some reductions in salary for non-attendance of the Institute in the past, and shall make a greater for failure to attend the next one. The Institute is a potent factor for good in education, and I think the present system a good one. It ought to be perpetuated and attended by all teachers.

SECONDARY EDUCATION.—Sea Shore Academy, for the higher education of young men, located at Biloxi, is a new building well-fitted for its purpose. It has a pleasant location on the beach.

Gulf Coast College, located at Handsboro, for the education of both sexes, is pleasantly and healthfully situated.

St. Joseph's School, at Pass Christian, is conducted by the Sisters of Mercy; is for the education of both races and sexes. The curriculum embraces a full English course, higher mathematics, Latin, painting and music.

Maria Stella, at Biloxi, conducted by the Sisters of Mercy, is for the education of both races and sexes, and has four teachers.

SCHOOL DISTRICTS.—The districts were established according to law in 1892 in a manner that has proved satisfactory. But few changes have been made. There is a tendency to increase the number of districts established, but the school fund will not allow much increase in the number. Most children can attend school as the districts are now.

SCHOOL HOUSES.—But little improvement has been made in school houses. Many are unfit for schools in winter, and nearly all are poorly supplied with furniture. The houses that have been built recently show improvement.

TEXT-BOOKS.—The text-books adopted five years ago have been in use exclusively in this county. But few changes were made in the last adoption. The children have been well supplied with books.

POPULAR SENTIMENT TOWARD PUBLIC SCHOOLS.—Public sentiment is largely in favor of public schools, and the people are depending upon this means for the education of their children. As they thus depend upon it, they do not put forth that effort to help themselves that they would do if they did not depend upon public instruction. The laws should be changed so as to properly provide for public instruction.

SIXTEENTH SECTIONS.—The Board of Supervisors ordered the titles of the sixteenth sections to be examined and abstracts made. Most titles have been found good. The cases of others are now pending in court, and some are set to be investigated.

HINDS.

C. S. NORTH, SUP'T.

PROGRESS OF TEACHERS.—There is nothing, perhaps, that demonstrates more the merits of our present system than the progress made by our teachers. Ten years ago there were few who cared to teach a public school, but now such a rivalry in the profession has sprung up, and such an impetus in that direction has been given, that there are many more than are positions to be filled. They are well equipped for the work, and are the pride of our people. This is due to the uplifting of the profession by the examinations, the County Institutes, and the Summer Normals.

TEACHERS' LIBRARY.—We have the same as stated in the last report—one for each race, with handsome cases, having full glass fronts. There are 125 books in each case, standard works on teaching. The teachers read them, and are benefited. They return them at the end of thirty days and take out others.

TEACHERS' LYCEUM —One for each race was organized, but very little has been done.

COUNTY INSTITUTES.—They have been a decided success. Two have been conducted at Raymond each year for the past four summers by conductors who worked faithfully and well. Each lasted five days, with large attendance.

SECONDARY EDUCATION.—We have four separate school districts: Bolton, Edwards, Jackson and Terry, each having a large enrollment in their schools. Perfectly competent principals and teachers are employed in each, and excellent work is done in all.

Raymond, Utica and Learned, have each a high school doing graded work. The preparatory work for the colleges done in them, enables the pupils who go to college to take high rank at once.

We have at Clinton: Mississippi College for boys, Dr. Venable president last year, with an enrollment of 226; at the same place Hillman College for girls, Mrs. Adele Hillman, president, enrollment 76; at Jackson, Millsaps College for boys, Rev. W. Belton Murrah, D. D., president, enrollment 205; at Jackson, Belhaven College for girls, Dr. Fitzhugh, president, enrollment 126. For colored students we have also at Jackson, Jackson College, for both sexes, Dr. L. G. Barrett, president, enrollment 182; and at Tougaloo, Tougaloo University, Dr. Frank G. Woodworth, president, enrollment 377. All conducted after the most approved manner and are patronized from every part of the country.

SCHOOL DISTRICTS.—We have an excellent county school board, who have laid off the districts to suit the people, and in conformity with the law. There is very little contention now, as the district lines settle many disputes which would be very vexatious but for them.

SCHOOL HOUSES.—In the main they are good. The amounts appropriated by the board of supervisors for the past several years, out of the surplus school fund of each year, has enabled the trustees and patrons to repair many and put them in good condition.

TEXT-BOOKS—Children are supplied with all they need, and I have heard no complaint on that score.

POPULAR SENTIMENT.—The popular sentiment in favor of public schools has "grown with their growth, and strengthened with their strength," until there are none to be found to raise a voice against them.

SIXTEENTH SECTIONS.—Their condition is generally good, and many schools have their terms extended by the use of the township fund.

The investigation of titles by the board of supervisors has been beneficial, and is well worth all the money expended for the purpose.

HOLMES.

C. C. SWINNEY, SUP'T.

PROGRESS OF TEACHERS.—It is my opinion our teachers have improved very much, especially in text-book knowledge, and those who attended a Summer Normal, the Institutes, or read the books adopted by the teachers' lyceum, have shown decided improvement in a professional way. We have had fewer failures on examinations this year than any year during the past three. This is equally true of both races. A large majority of the colored applicants who fail are mere pupils from the public schools.

TEACHERS' LIBRARY.—The library is growing. Some valuable books of reference, along with others, have been added since the last report. Sixty volumes will cover our list.

TEACHERS' LYCEUM.—It was organized, a course of study mapped out and the books purchased, but no meetings have been held. At any rate it did good—it placed books on methods and management in the hands of teachers that in all probability would not have got them otherwise.

COUNTY INSTITUTE.—The Institute does not command the attendance I would like to see. A smaller number were enrolled this year than last, though the work so far as conductors are concerned, has been highly satisfactory. Colored teachers continue to take more interest than the white teachers.

SECONDARY EDUCATION.—The Lexington Normal College, in connection with the Lexington separate school district, is holding up to the standard. It has a regular ten months session.

Durant's Graded High School is under first-class management. It carries the separate school district term of seven months. The Pickens Graded School runs ten months. Woodlawn, at Acona, has an eight months' term.

SCHOOL DISTRICTS.—All districts are regular with one exception in our county. One special district was established for a colored community in the delta. The law touching this point is all we could desire.

SCHOOL HOUSES.—Houses are being made more comfortable. The houses and lots are gradually becoming the property of the county. The board of supervisors spend annually from two to three thousand dollars on the improvement of their school property.

TEXT-BOOKS.—But few changes were made in the curriculum by the text-book committee at its recent adoption. Some very poor communities are not well supplied with books for their children.

SENTIMENT.—A strong sentiment exists here in favor of fewer examinations for the professional teacher. How about placing teachers on an equality with other professions that require an examination?

SIXTEENTH SECTION.—Some townships are in good shape in this respect. A majority, however, receive no benefit from this source. The funds arising from the sale of these lands were squandered—those made during "Carpet Bag" times. The investigation of titles by the board of supervisors threw no light whatever on the subject.

ISSAQUENA.

J. W. BALFOUR, SUP'T.

PROGRESS OF TEACHERS.—There is no marked improvement in the teachers.

TEACHERS' LIBRARY.—No teachers' library.

TEACHERS' LYCEUM.—We have a teachers' lyceum organized but it is rather dormant.

COUNTY INSTITUTES.—The institute of August, 1895, was well attended, considerable interest manifested by the teachers and as a result I am expecting a great improvement in our school work this scholastic year.

SECONDARY EDUCATION.—Our schools are of a primary nature.

SCHOOL DISTRICTS.—There are 30 school districts in the county, 10 white and 20 colored.

SCHOOL HOUSES.—There are only four school houses owned by the county. These are without furniture.

TEXT-BOOKS.—The text-books for the ensuing five years were regularly selected at the time designated by law. The children of the county are poorly supplied, because parents either cannot or will not purchase them.

Popular sentiment toward the public schools is favorable.

SIXTEENTH SECTION.—The investigation of the Sixteenth Section was complete. Titles all right. No suit is necessary to establish on the same. In some instances the sections were leased for 99 years and rental paid, and only a few sections or parts of sections are yielding any revenue.

JACKSON.

H. L. HOWZE, SUP'T.

PROGRESS OF TEACHERS.—There has been a marked improvement in teachers within the last year. Which is manifested by a larger per cent. passing successful examinations than in any previous years, and a greater familiarity with the subjects on which they have been examined, and a laudable emulation to excel; there has been also a marked improvement in the progress of pupils. I have now on my roll eight (8) second grade teachers, who have never attended any but the public schools of this county; that I think is an evidence of progress of both teachers and pupils.

TEACHER'S LIBRARY.—We have a small library, but the teachers, as a general rule, do not use the books, owing to the long distance most of them live from the county courthouse, and the inconvenience of sending the books by mail.

TEACHER'S LYCEUM.—One was organized, but was found too inconvenient for the teachers to attend.

COUNTY INSTITUTES.—A fair proportion of the teachers of the county attended the institute, and manifested great interest in the work. Our county is so large, some schools so remote from the court-house, and the institute being held during the school term, prevented many from attending who would otherwise have done so; some more determined than others, swam creeks, and rode in drenching rain to attend.

SECONDARY EDUCATION.—There is only one high school in the county, situated at Moss Point, Prof. G. C. Ballard, Principal, Miss Annie Watkins, assistant; the number of pupils enrolled 75.

SCHOOL DISTRICTS.—We have fifty-seven school districts, all working smoothly, and giving school facilities for nearly all the educable children in the county.

SCHOOL-HOUSES.—There has been considerable improvement in the school-houses; a few new ones built, and some old ones repaired.

TEXT-BOOKS.—Children generally are well supplied with books.

POPULAR SENTIMENT TOWARD PUBLIC SCHOOLS.—Public schools are gaining favor in this county; the greatest objection to them being the short term. There is a growing sentiment for a longer term; but as no tax has been levied for schools in this county for the last four years, nothing has been done in that direction. Believing that more progress could be made and more accomplished, by the employment of live, progressive teachers, with the incentive of good salaries and held well up to their duties by the superintendent than by employing teachers of less capacity and less salary, and extending the term for a short time.

SIXTEENTH-SECTIONS.—All the sixteenth-sections in the county are leased except one, and the land in Hancock and Harrison counties given by the State in lieu of sixteenth-sections.

JASPER.

S. F. THIGPEN, SUP'T.

PROGRESS OF TEACHERS.—Under the thorough and practical examinations as now given by Superintendent Preston, a teacher could not well keep from making some achievement. I take it as a sure sign of improvement when teachers become better satisfied with the examination. Not many teachers who are prepared to stand the examination complain of it being too difficult. The greatest improvement for the past two years has been in the management of the school room. Our schools now begin to look more like business than play. We have more professional teachers now than ever before, and I think the effect will be visible at once. Teachers are taking a great pride in their profession.

LIBRARY.—We have not done a great deal toward accumulating books. We have some sixty or seventy volumes of good books, and our live teachers use them. I think there are some teachers who cannot read anything except a text-book and not much there, unless it be just before the examination. It occurs to me that if the money spent for institutes one year was invested in building up county libraries, it would yield a larger profit.

LYCEUM.—We have none. We made an effort to have our teachers take interest in this work, but without much success. Do not think interest can be kept up in the lyceum work where teachers are so badly scattered as they are in my county.

INSTITUTE.—The present system of county institutes has almost been a failure in Jasper county. A good number of our teachers attend the state normals rather than the county institutes. Think we ought to have no institutes, or compel every teacher to attend. Institute license ought to be just as necessary for a teacher as license from county superintendent.

SECONDARY EDUCATION.—We have twelve established, which run nine and ten months every year. In these most of our teachers are schooled. These schools have done a good work for not only this county, but adjoining counties. Jasper may well boast of her high schools.

SCHOOL DISTRICTS.—The present plan is the best we can imagine. It works well and suits everybody as long as everybody is pleased with everything, but when somebody gets mad (for something or nothing), then the district plan is all wrong, and "it is mighty hard that a fellow can't send to school where he pleases, and especially so when he pays his tax."

SCHOOL HOUSES.—We are not so well supplied with good houses as we desire to be, but the most of our houses are comfortable. It is a hard matter to take down a house as long as it will do, but when the old one falls down a good house is built. It is no trouble to build a school house; to get the old one out of the way is more trouble. In a few years we will be abreast with the times in way of school houses and school furniture.

TEXT-BOOKS.—The uniform system has given universal satisfaction. It is unfortunate that the time for adoption was not at least ten years. The schools are well supplied with books. There was no trouble about books until the time for adoption again drew near; then everybody began to put off buying and to sell the old books, if they could. Think it ought to be prohibited by law for a book house to exchange a new book for an old one; that always makes a change.

POPULAR SENTIMENT.—The free schools are rapidly gaining favor with the people. The people are just now learning that a child can learn as much in a free school as a private one. The fact that we have only one private school (where free school is not taught) in Jasper, is some evidence of the esteem in which the schools are held. The only objection that can be urged against the present school system is that we have to pay taxes to support it. Remove this "objectionable" feature, then be assured that no one will say aught against the schools of Mississippi.

SIXTEENTH-SECTION LANDS. — The board of supervisors employed three experts in land matters to investigate the titles, and, after much labor on the part of the experts and the court, the court decided there were no squatters here All the lands had been legally leased. The income on account of the sixteenth-section lands is about $6.50. The shortest lease will expire in 1940.

JEFFERSON.

J. RIVES WADE, SUP'T.

SCHOOL FUND.—There has been no change in the law since my report of 1894.

PUBLIC SENTIMENT—As to additional levy to extend the school term. In three supervisors' districts I think our people are in favor of an extension, but in the other two, the black belt, or where the negroes largely outnumber the whites, the tax-payers are opposed to any more taxes for public schools, and I do not blame them when I see the sheriff's report, that there were about 1500 delinquent polls in this county this year assessed in 1894. I would be pleased to see the next Legislature take steps to blot out Sections 206 and 243 and substitute something in place of these two sections of the so called constitution to make men liable to pay a two dollar poll tax, pay it. It is a shame "that 51 poll tax men out of every 100 in the State pay nothing towards the school fund" and yet are privileged to send their children to the free schools.

TEACHERS' LIBRARY.—There were so few calls for books in this library that I thought it was useless to spend money for more books. I do believe if the teachers were compelled to attend the normals or the county institutes they, by giving their individual attention to the normals or institutes, having with them their pencils and note books, would gather more practical useful information in one week than they could by reading Tom, Dick and Harry's theory of or on teaching, in two years.

COUNTY INSTITUTES.—They are very instructive and useful; you get new ideas every hour you attend, but with the law as it now is, leaving the teachers to attend if they see fit, may be only 17 out of 45 go. I think it is a good thing for the conductors, but a useless expense. I would therefore make this suggestion: Compel every teacher in each county to attend, or appropriate this fund, after paying the expenses of the examinations, to help pay the county examiners, thereby saving that much in the county school fund.

SEPARATE SCHOOL DISTRICTS.—We have none.

SCHOOL DISTRICTS.—They work very well now since our people understand the plan.

LINE SCHOOLS.—The line school plan is very troublesome to both the teachers and to me, and I would rejoice to see line schools abolished, forever.

SCHOOL HOUSES.—We have a few that are very good, but not furnished as they should be. Unless a school house is comfortable and properly furnished with blackboards, seats and desks the teacher cannot keep order and the children will not advance and soon tire out, even with the very books of the so-called "old school house." Everything must be neat and nice to create pride and ambition in the pupils.

BOOKS.—The books we now use are in nearly all of the schools. In some few places some of the patrons may have as many as three studying in one book. I believe we have more books in the public schools than we can manage. I have time and again told my teachers that four studies at a time was as much as a pupil could properly master, and to see that they mastered one, two or three of these four before they put on them other studies. I believe our text-book committee will throw away some books entirely, and probably change three books, then we will have all good books, adopted for good and for a long time.

I think the subject of agriculture ought to be taught in our public schools. Let the pupils in this agricultural country know what even cotton, potatoes, peas, cabbage, etc., feed on and what they require to make them and of what they are composed.

CONCLUSION.—I should be pleased to see Section 4043 amended so as to allow the winter or fall schools to open on the first Monday in October, if the patrons desired it, and not later than the first Monday in January, if the patrons desired it, and abolish the summer schools. July and August are too hot for pupils to attend school. The teacher and pupils cannot do full work.

JONES.

E. J. TAYLOR, SUP'T.

SCHOOL FUND.—We are doing better financially now than we were doing at the time of the last biennial report. We pay for the best progressive teachers in our best schools $35.50 per month. This is the maximum; but the salary for a first-grade teacher is $20 per month, where the average attendance is very small; and the minimum of the lowest grade is $15 per month. I am able, however, to secure teachers for all our schools in this county at the above figures. This is not as much as our teachers ought to have, but "He who pays promptly pays double," and this has a great deal to do with the men who labor for a salary. Our teachers know when the pay is due the money is ready.

A few of our best teachers can secure a small supplement, but it is only those whose services are in more than ordinary demand.

I will conclude this part of the subject with this remark: If we had funds sufficient to pay our best progressive teachers $40 per month maximum, and not less than $25 per month minimum, we would soon enlist in the service of the public schools the best average talent of the country.

PROGRESS OF TEACHERS.—The spirit of progress is very marked among our young teachers. We have twelve or fifteen young teachers in our county that will some day acquire a reputation beyond our county lines. Although they have, in some measure, failed to attend the Summer Normals (a thing they should have done as well as myself) yet they have saved their earnings and attended the best schools within reach.

TEACHERS' LIBRARY.—I wish I could make a better report under this head. We have about ten books and they are not much read.

TEACHERS' LYCEUM.—We cannot say much in praise of our success in the effort we made to establish a teachers' lyceum in this county. We can praise the institution, but we are rather ashamed to do so unless we had a model lyceum of our own to look at.

Country teachers generally attend when they expect their pay. They want their money to do a little shopping and by that time they must return home. On any other day they will not be likely to attend. The only way to make a teachers' lyceum succeed here is to organize with the teachers who live in the town or near by.

COUNTY INSTITUTES—Is a success and well attended. Many of our country schools were in session during the summer, and the patrons were not willing for the teachers to vacate long enough to attend the institutes. Yet many left their schools and came. Our meetings were both enjoyable and profitable. We are under many obligations to whoever they are due, for sending us such able conductors, from Kincannon and Hardy down to the present year.

SCHOOL DISTRICTS.—The troubles under this head will never end. Many of our public schools were located before any attempt was made to district the county. Some are too close together and some too far apart. There are also some water courses difficult to cross in the winter, and those parts of the neighborhood are not willing for the school to be moved. To locate our schools and district our county to the satisfaction of all parties will require years for its accomplishment.

POPULAR SENTIMENT.—Toward public schools is favorable. Occasionally I hear some one breathing out threatening and slaughter against them, but I believe if it was left to a popular vote, the public schools would be sustained by a large majority.

SCHOOL HOUSES.—But little has been done toward building new school houses this year. We have a few very good houses, but they are more deficient in furniture than anything else.

TEXT-BOOKS.—We have nothing to complain of in regard to the supply of text-books.

SIXTEENTH SECTION.—Our Board of Supervisors employed Col. J. J. Shannon and Capt. Hardy to investigate the old sixteenth section land sales, but no money for the public schools was realized.

EXTENSION OF SCHOOL TERM.—At our Institute we appointed a committee to canvass the county in favor of extending the school term. This they did as far as they could for the limited time they had. I presented the case to the Board of Supervisors in person. I failed to secure a levy, but I am sure the sentiment is growing in favor of it.

LAFAYETTE.

C. A. MCCHAREN, SUP'T.

SCHOOL FUND.—We realize more and more the inadequacy of our school fund. We have a balance to credit of school fund on the first day of October of $1820.96. The County School Board, encouraged by the financial outlook, or driven by a sense of the necessity for a longer term, has ordered the schools to be kept up for five months of the ensuing school year. This will necessitate the cutting of some salaries, and very careful use of our resources, as well as a close collection of the poll tax. We may lose some of our best teachers. The popular sentiment is against a special tax levy, as long as we do not get all the benefit of what we are already paying.

PROGRESS OF TEACHERS.—Our white teachers show encouraging marks of improvement, both in knowledge of text-books and in school management. The financial pressure has kept many out of the school of pedagogy at the University, but the showing at our last examination was good. Few of the colored teachers are making much progress.

LIBRARY.—The teachers' library is already begun, and we have already secured a number of valuable books.

INSTITUTE.—Our Colored Institute was fairly successful, though not so largely attended as last year. Professor Hunter showed himself competent, adhered pretty closely to the syllabus, and did his work well, and adapted his course somewhat to the class he had to instruct. We paid to conductors $40; for incidental expenses $6.

SECONDARY EDUCATION.—We have our separate school districts, including Oxford, with a flourishing graded school of nearly 500 pupils. There are twelve high schools in the county, teaching branches higher than the public school course, and maintained for eight or nine months per year. The higher studies and the added time are paid for by individual patrons, not by tax.

SCHOOL HOUSES.—School houses show some improvement, chiefly in the line of comfort—not so much in furniture and equipment—still the fact remains that some of our school houses, especially those of the colored schools, are not fit to be used in winter.

TEXT-BOOKS.—The books adopted years ago have given pretty general satisfaction. We have made some changes this year, securing such terms for the introduction of the new books adopted as will make the expense of the changes next to nothing.

INTEREST IN PUBLIC SCHOOLS.—Some people will not send to school if they can help it, but the mass of our people exhibit a laudable ambition to have public schools, better buildings and longer terms.

LAWRENCE.

B. D. BISHOP, SUP'T.

SCHOOL FUND.—In order to make a comparison between the old and the new revenue systems, I give below the total receipts for the last year under the old, and the last year under the new systems:

Total receipts for year 1891–'92	$ 7552 33
Total receipts for year 1894–'95	10,784 32
Difference in favor of new system	$ 3231 00
Increase in educable children	400

Which makes the actual difference in amounts received for two years, $2517.33.

The amount now received is not sufficient to maintain our schools four months, paying teachers living salaries. However, this is not the fault of the revenue system. The trouble is, we have too many schools. Some of my hardest and most persistent work has been done along this line, trying to keep the number of school districts within due bounds, but it is a most difficult task to convince school patrons and the school board that it is an unwise policy to increase the school districts every year. We would not like to return to the old revenue system. Our schools have made very material progress under the new regime and if the Legislature continues it, our schools will grow better year by year, but if the old system, or something similar to it, is again enforced, many of our best teachers will seek employment elsewhere and our schools will languish and die. In counties like Lawrence the board of supervisors will not provide an adequate sum to maintain the schools.

It would be a most fatal blunder, and would be the death knell of the public schools of the poor counties should the Legislature leave the revenue system to the boards of supervisors.

The progressive and intelligent--element of our county favors extension of the public school term, but there is a larger element which opposes very stubbornly any move towards extension. Their argument is that the negro pays a very small per cent. of the taxes, and would share equally with the whites who pay the taxes in the extension. If the Legislature would make the poll tax three dollars and make a law to enforce its collection, thus making the negro bear a just part of the burden, then this prejudice against extension could be easily broken down and a levy would be made for the purpose of extending the school term.

I have canvassed this subject thoroughly, and I am fully satisfied that no board of supervisors will, in the face of the strong public sentiment, ever make a levy for extension in this county until the Legislature makes some law which will make the negro pay more school tax than he now pays. This matter has been dragged into our county politics and no man can be elected to office who openly espouses the cause of the extension of the public school term.

PROGRESS OF TEACHERS—The teachers of this county have made very material progress during the past few years. I have enforced the law and the rules and regulations in regard to the teachers examinations and teachers have been forced to become familiar with the text-books. I make *merit* the test of a license. Our teachers understand this and they, whether willing or not, have studied their text-books closely and all have advanced to higher ground, their examination manuscripts showing a very decided increase in knowledge of the text-books, but the majority of them have made very perceptible advance in the science and art of teaching and of school management. The summer normal and county institutes have caused them to make extra efforts along these lines.

EXTENSION OF LICENSE.—We have no trouble along this line. Only three teachers claim the exemption. I believe this an unwise provision. This section should be amended so as to read ten years' continuous teaching under a first-grade license. Then allow him to teach in any county in the State without further examination, by paying $1 yearly into the Institute fund of the county in which he teaches. Teachers, in the majoriity of cases, when exempted from examination, cease to study, and in many cases go backward instead of forward. It is not a hardship, neither unreasonable, to require a teacher to be examined yearly, or every two or three years, as now provided.

TEACHERS' LIBRARY.—We have a small library of twenty-nine volumes, which was purchased with voluntary contributions from teachers and school officers. We will add several volumes this winter, probably as many as twenty volumes. Our library is a well-selected one. Every volume is on some subject connected with teaching. The book-case is always empty, even during the summer vacation. The trouble I experienced when the library was first purchased was that I had to request the teachers to take the books out, and even had to force books on some, but now the only trouble I experience is that I do not have enough books to supply the demand. The books are read mostly by the young teachers. All the teachers of our best schools own their own libraries. Two-thirds of the teachers own Page on "Theory and Practice of Teaching." The majority of our teachers read and use in the school room some good educational journal.

COUNTY INSTITUTE.—Twenty-four white and thirteen negro teachers attended the institute the past summer. This number looks small. The explanation is found in the fact that a large percentage of our teachers reside in other counties, and were at home on vacation at the time of the institute. About two-thirds of the resident white teachers were in attendance. Half the negro teachers attended. Only five of our home teachers attended the summer normals. All the non-resident teachers attended the normals. The home teachers' plea for non-attendance was poverty. I presume that the majority of them were really unable to attend on account of "hard times." Then, again, ten white teachers were engaged in summer schools and could not go. The few who did attend the normals came home with new ideas, new life and hearts full of zeal, and they are doing some good missionary work among those who remained at home. I am sure we will have twenty in the normals of next summer.

SECONDARY EDUCATION.—We have no colleges or separate school districts. We have three excellent high schools.

(*a*) Hebron High School, which was organized six years ago, and has grown steadily in popular favor. The building, furniture, library, musical instruments, etc., are valued at $4,250. Thorough work is done in all the departments of the school. All of the teachers are energetic and progressive, and they are doing a grand work for education in the county.

(*b*) Lawrence County High School, located at Silver

Creek six years ago, has had somewhat of an "up and down" life, but is now on a firm foundation. The property is valued at $3250. This school has prepared more than one-half of the home teachers during the past six years.

(c) Monticello Academy.—This is the oldest school in the county, having been established long before the civil war. It was reorganized five years ago, new buildings put up, new furniture of latest style, etc., put in. The school property is valued at $2250. These three schools are the pride of the county and they are sending out young men and young ladies well equipped for teaching and for other avocations in life.

SCHOOL DISTRICTS.—We have much trouble in regard to school districts. At every meeting of the school board there is a clamor for petty and foolish changes and for the location of new school districts.

The legislature should provide for a three days' session of the county school boards in July or August, in 1896, for the purpose of redistricting the county. Districts should contain not less than twelve (12) square miles and fifty educable children, except in sparsely settled communities. In such cases allow special districts to contain any number of sections and not less than ten educable children, but make the number of special districts one-eighth the number of regular districts. In each case require the board to locate the school house in the center of school population, with a proviso that no district shall be changed in any way for a period of five years. This will give us fewer, better and permanent schools. This will not be a hardship on anyone and will be the means of much good.

In line schools require the county superintendents to contract jointly with the teacher, each paying in proportion to the number of pupils attending from his county.

SCHOOL HOUSES.—There is a growing demand for better and more comfortable school houses in our county.

Six years ago when I came into the office of superintendent there were in this county eighteen small log school houses in the white districts, and only two framed houses in the negro districts, with a total valuation of $5850 for houses and lots and $950 for furniture in them, or a total valuation of $6800.

Now there is not a single log house in the white districts and two-thirds of the negro districts have good framed houses.

The total valuation of houses, lots and furniture for the year 1894-95 is $15,472.50, or an increase of $8672.50 in six years. Every school house is provided with sufficient blackboards, but with five exceptions no other helps are provided for the teachers. However, our people are waking up to the necessity of providing the teachers with tools, and I expect during the next four years to see everything needful placed in almost all of our white school houses. The majority of our school houses are comparatively new and hence are in an excellent condition. With very few exceptions the houses are large enough to accommodate the pupils of the district; are well heated and lighted, but in some the ventilation is bad. This defect will be remedied this winter.

SCHOOL BOOKS.—The law in regard to uniform texts has caused no friction in our county. No one wishes any change in this section of the school law. I have found only two districts in the county in which the children are not provided with text-books. Those are in remote corners where "school keepers" have held forth. They are responsible for this condition, as the patrons are able to buy the books. I have made a personal appeal in behalf of these children and expect on my next visit to the schools to find the children supplied with books.

SIXTEENTH SECTIONS.—The law in regard to the disposition of interest of the Sixteenth section should be amended. Instead of allowing the money to be paid out on school buildings and furniture it should be used to extend the term of the schools of the townships. My experience is that nine-tenths of the township funds paid out for other purposes than for teachers' salaries is practically thrown away.

PUBLIC SENTIMENT.—The time has passed for any serious objection to the public school, except by a few chronic grumblers. Our people recognize the fact that the public school system is a fixture, and they would readily consent to pay a tax to extend the term to eight months provided the negro could be made to pay a reasonable part of the tax.

LEAKE.

J. F. WILLIAMS, SUP'T.

PROGRESS OF TEACHERS.—The teachers of the county, as a body, are progressing, but the main advancement I note of late, except in the case of young teachers, is in the science of education and the methods of teaching. Our most progressive teachers have come to a realization of the fact that a mere knowledge of the text-books does not constitute the teacher but is only a means in his hands, and are consequently beginning to seek that professional knowledge which equips them for true teachers.

TEACHERS' LYCEUM.—We have no lyceum in the county now. There was one organized last year, but it was abandoned after a few months.

TEACHERS' LIBRARY.—We have a teachers' library of 26 volumes, all of which show that they have seen service. I feel very sure that no equal amount of money ever expended in behalf of popular education in the county would at all compare in far-reaching and wide results with that expended for the teacher's library. We expect to increase the number of volumes this winter.

COUNTY INSTITUTES.—We had two county institutes during the past summer — one for each race. The attendance was not good, probably less than 15 per cent. of the teachers of either race were present. Our conductors were efficient and zealous and the interest good, but it was felt that the institutes—as we have them—fail of their purpose because of the non-attendance of the teachers. A resolution was adopted by the white teachers favoring compulsory attendance by law, but so long as a large number of the schools are taught in summer, such a law will come in conflict with the interests of those schools.

SCHOOL DISTRICTS. — The county is now satisfactorily divided into districts. Under the amendment of 1892 authorizing districts with less than nine square miles, we have been able to bring nearly every patron of the county within easy reach of a school house. I consider the district of very great advantage, and think it constitutes a most important feature of the public school system. It fixes patronage at one place, tends to foster pride in the home school and prevents any who might be so disposed from taking advantage of the two terms during the same scholastic year.

SECONDARY EDUCATION.—There are four high schools in the county and several neighborhoods that add a month or two to the public term. The high schools are taught by competent teachers, and some of them, at any rate, afford instruction in any branch of the ordinary college curriculum. These schools are liberally patronized and are a very great adjunct to the cause of popular education in the county.

SCHOOL HOUSES.—This is one item in which my report can not vary materially from that of other years. There has been one good house built during the past two years, and comfortable houses erected in other districts, but the average school house in the county is unfit for use during severe winter weather. As a rule, too, they are not comfortably seated, and unfurnished except as to a black-board, and not unfrequently destitute of that.

TEXT-BOOKS—Our text-book committee in 1890 adopted a series of books that have proven very satisfactory, consequently our committee on the 7th made only two changes. The children are very well supplied, and everybody likes a uniform series. The books are not sufficiently accessible, however, and they are frequently hard to obtain. For the past two or three years they have been kept by only one dealer in the county and he has been without a full supply more than half the time. The trouble is that they can only be bought for cash and the margin to the dealer is so small that he can't afford to handle them unless he could sell a large number of them and sell for cash. The law should be modified so as to make the books more accessible to the people.

POPULAR SENTIMENT TOWARD THE PUBLIC SCHOOLS.—Popular sentiment in this county is highly favorable to the public schools, in fact, they are, and have been for a number of years, strongly entrenched within the affections of the people, and their position becomes more impregnable as the years roll by. The good that they have accomplished and the good that they may yet accomplish, is so evident that any other sentiment would be anomalous.

SIXTEENTH SECTIONS.—The most of these lands have been leased for long terms. The leases made during the civil war, and they were not a few, were paid in Confederate money, which of course proved worthless. The residue of the fund appears to have been badly managed. Some of it has been lost by statutory limitation, yet there is still on hand a fund of $2400 or thereabouts, that is kept out at interest and secured by mortgages on real estate. The board of supervisors have had abstracts made of the titles to these lands but no suits have been brought as yet. The suits necessary to be brought under the statute will no doubt result in the reclamation of some of the sixteenth section lands, but the number of acres is not likely to be very considerable.

LEE.

F. H. MITTS, SUP'T.

PROGRESS OF TEACHERS.—This is very noticeable in the teachers of my county. They work to excel and a spirit of friendly rivalry prevails and a desire to be listed among the two and three years licentiates. The uniform examinations, which have been made to gradually cover more ground and enter more deeply into the curriculum, has, in my opinion, been a leading factor in promoting this.

TEACHERS' LIBRARY—Our library is the pride of the teachers. We now have 125 volumes and they are well selected, choice books. These are given to the teachers on the circulating plan and are freely used. We are adding from time to time, to our list, other works. so we will soon have a complete library. I find that nothing is more effective to awaken thought, to increase zeal and to otherwise stimulate teachers, than a good selection of books, which are accessible to all.

TEACHERS' LYCEUM.—I must confess that we are a failure here, every effort to organize having resulted in a failure. It may be that we have not made the proper effort, yet the result is as stated above.

COUNTY INSTITUTES.—In this we are a success. Our teachers attend well and seem alive to the work. The attendance this year was 57 white and 22 colored teachers. The present plan of conducting this important branch of the teachers' work is, I think, the best yet in use. There is more system and a better understanding of the work.

SECONDARY EDUCATION.—Higher training is offered in secondary schools in this county. These are doing good work in training young teachers and giving higher tone to the cause of education throughout the county.

SCHOOL DISTRICTS.—We have, including "line," "special" and "separate" districts, sixty white and thirty-three colored schools. These have been carefully established and are conveniently located. Any modification of this law would, in my opinion, be dangerous. As many schools as are needed can, under the present law, be granted, and to give wider scope would create a scramble for schools in many places where they are not needed.

SCHOOL HOUSES.—Much improvement has been done during the past few years on houses. They are being made more comfortable, and supplied with desks and other furniture. If our people could know that the school once established would be permanent they would take more interest in erecting good houses. Let us hope that our law-makers will consider this very important matter in the future.

TEXT-BOOKS.—The recent adoption of books is as follows: Reed's Speller, Barnes' Readers, Maury's Geography, Lowry & McCardle's History of Mississippi, Robinson's Arithmetics, Reed & Kellogg's Grammars, Butler's School English, Eggleston's Primary, and Shinn's Higher United States Histories, Kellogg's Physiologies, Steele's Philosophy, Young's Civil Government. Pupils are very well supplied with the adopted books, which are giving general satisfaction

POPULAR SENTIMENT.—This is very friendly toward our public schools. The people realize that they have not only the most effective, but at the same time the least expensive system possible.

LOWNDES.

W. L. LIPSCOMB, SUP'T.

PROGRESS OF TEACHERS.—The progress of the teachers in Lowndes county has been fairly commensurate with their difficulties and advantages. About (25) twenty-five per cent. of our teachers are worthy of the high position of first-class, first and second grades, experienced, progressive teachers. The rest are struggling bravely with the disadvantages of a want of text-book knowledge, which they brought from the badly taught public schools of village and country, and the want of maturity in age, and in development of mind and character. The standard of requirement for public school teachers should not be lowered at the expense of the system itself, but the advantages for obtaining the necessary education should be increased. Qualified teachers are the first desideratum of the school room, and only first and second grade teachers over nineteen (19) years of age should be employed.

TEACHERS' LIBRARY.—The teachers library, numbering one hundred and forty (140) volumes, comprises most of the books on the theory and practice of education now published and suitable for a circulating library. Books on school management, school methods, mistakes in teaching, are eagerly sought and read by the younger teachers, while books on the history of education, psychology and pedagogy, offer an interesting and useful field to older and more experienced teachers. Yearly additions are being made to this important department of school work.

THE TEACHERS' LYCEUM had a good start so far as theory and projected work are concerned, but teachers scattered over an area of thirty by forty miles miles, found it too difficult to attend the meetings, and on this account the lyceum has been a failure.

THE COUNTY INSTITUTES have been held under qualified conductors, with a good attendance of teachers. The syllabus from the State department has been the guide in their conduct, and good results have been obtained. But in view of the major want of qualification of the teachers in text-book knowledge—the institute ought to be changed into a school of preparation, and training in the use of the text-books, under practical and educated teachers. The term should be two or four weeks, and the additional expense met by an examination fee of one dollar, which the teachers would gladly pay for an opportunity of this sort.

The SCHOOL DISTRICTS are laid off according to law—maps made and hung up in the superintendents office, and printed slips, containing township, range and section of each district furnished to each teacher and board of trustees—also, the names of all the educable children in each district enrolled in the school register. For fourteen (14) years past the districts in Lowndes county have had one peculiarity—which peculiarity has been recently ordered to be discontinued by the State Superintendent as "without the shadow of a foundation in law." The peculiarity has been this: In the original draft of district boundaries the county board of education, in view of the inability of the people to build new school-houses, found it necessary to use the school-houses already built and laid off the districts with reference to these facts. The result was that one, two, or even three school-houses fell within the limits of a single district, and no effort at re-arrangment could prevent this state of things.

The Board, to conform their action with the provisions of the law, declared one school to be the principal school and the other to be the assistant school. A principal and assistant teacher were elected to supply these schools at a principal and assistant salary, and thus the cost to the school fund was not increased one dollar. The school children, by this arrangement, have easier access to the school houses, and the only violation of the law is that the partition between the school rooms is a mile or two of territory instead of a partition of plank or brick. This plan has worked so well and given such satisfaction that the County Board has taken time to consider the order by the State Superintendent, and has the matter under consideration at this time. The Board will probably ask the State Superintendent to reconsider his order and let the plan continue.

THE SCHOOL HOUSES are in good order—well located, well furnished, well warmed and lighted and sufficient in number to meet the wants of the educable children. The County Board decided not to make any improvement on the buildings nor to erect new ones, as the extension of the school term from four to six months would expend all the school fund.

SCHOOL TEXT-BOOKS have been adopted for the next five years according to law, and have been as well selected as the kind of books published by the companies and bookmakers will admit.

THE SIXTEENTH-SECTION SCHOOL LANDS are in the hands of owners who own *bona fide* titles and warranty deeds from school trustees, which have been legalized by State and congressional legislation. A small amount of sixteenth-section school funds (three or four thousand dollars) belonging to townships outside of the city of Columbus is in the hands of the County Treasurer under the control of the Board of Supervisors, and the interest is distributed annually to the townships to which the funds belong.

This report finishes fourteen years of continuous service as Superintendent of Education of Lowndes county, Mississippi, and closes with a hearty commendation, after much study and experience, of the equity, practicability and economy of the public school system incorporated in our State Constitution and executed by the present school laws prepared in conformity therewith. I acknowledge, with grateful thanks, the long years of courtesy and valuable assistance received from the State office.

LINCOLN.

J. M. GIRAULT, SUP'T.

Increased interest has been manifested by school patrons in the last two years, ending September 30th, 1895. By the building of new school houses and repairing old ones, the effort to secure trained teachers, and especially by supplementing the public school terms with pay terms, our people have evinced an increasing desire to avail themselves of educational advantages.

SCHOOL FUND.—The school fund for the last two years has been insufficient to properly reward the services of competent teachers to teach the schools the constitutional period of four months. The state distribution is the only revenue with which to pay teachers' salaries, being $1.70 for each educable child during the entire term. We have no county levy for school purposes. The poll tax is reserved in the county as a school fund, but is deducted from the State distribution. We had petitions from various parts of the county asking the board of supervisors to make a 3 mills levy to extend the school term, but the board declined. The State distribution does not reach the county treasuries until about the 15th of January each year. The schools commence the first Monday in November. The teacher is compelled to discount his warrants or wait until January for his pay. Two-thirds of the State distribution is received in January and one-third in June. It often happens that teachers' warrants issued in March are not paid until the arrival of the June distribution. This works badly and needs legislative amendment. The amount paid in teachers' salaries last year was $10,137.21, there being 58 white and 31 colored, making a total of 89 schools in the county. I could not pay more than $35 maximum salary per month to any teacher, and very few at this rate. This year it will be a little less on account of five new schools (as special districts.)

PROGRESS OF TEACHERS.—Our late rigid examinations have caused teachers to prepare themselves, and they show great improvement in their examinations and methods of teaching. Very few have had professional training; many read educational papers; some are college graduates. Many intelligent, well educated young men engage in teaching as a stepping stone to enter the other professions. The great drawback is a lack of funds to pay competent teachers living salaries. Better teachers, higher wages and fewer schools are the keynotes to success in educational affairs.

TEACHERS' LIBRARY.—We have no teachers' library in this county. A teachers' lyceum was formed by the best teachers, whose object was to establish a library, but since the schools have opened the subject seems to have been tabled. The educational interests of the county will be greatly promoted by a teachers' library for the county.

COUNTY INSTITUTES.—Our county institute for white teachers last summer was merged in the State summer normal at Brookhaven. At least 75 per cent. of our teachers were in attendance, yet the effect for good can scarcely be estimated. An institute for colored teachers was held in Brookhaven last August, conducted by Prof. Mabry, at a cost of $40. I paid $35 to the State normal, as it was held in this county and in lieu of an institute.

SECONDARY EDUCATION.—Brookhaven is the only separate school district in Lincoln county. It has one white and one colored school. The former is under the principalship of Miss Lou Lovell, with six efficient assistant teachers, together with instructors in Latin, elocution and music. The colored school is managed by P. D. Gullage, with two assistants. We have one Female college (Whitworth) in Lincoln county, Rev. J. W. Chambers president, with a splendid corps of teachers, and 200 pupils from this and adjoining States. Many of our best teachers are graduates of this institution.

HIGH SCHOOLS.—A high school is one whose term is 8 or 9 months, and whose course extends beyond the public school curriculum. We have Bogue Chitto High School, Grange Hall, Adams' Camp Ground, Montgomery High School, Little Bahala, Fair River, Brookhaven Graded, Arlington High School, Felder's High School, and St. Francis (Catholic) School. All these schools are taught from eight to ten months in each year, and are public schools four months, except St. Francis' Catholic. These high schools are all doing excellent educational work, and are well supplied with school furniture. The high school is a prime necessity. It is the link that binds the public school to the college.

SCHOOL DISTRICTS.—There are seventeen townships in Lincoln county. Twenty-four sections on the western border belong to Franklin and Jefferson counties, leaving 588 sections in Lincoln county. One-tenth of this territory to either race gives a maximum of 58 school districts in the county. The county has been carefully divided into school districts, and every patron has been informed as to which district he belongs, and must patronize the school within his district, unless a written permission signed by the trustees of both districts is given and approved by the County Superintendent. This works well, and does away with much former confusion. Diagram maps of these districts have been prepared by the County Superintendent and approved by the County School Board of Education.

SCHOOL HOUSES.—White school houses are generally new and comfortable, all framed—the log cabin has disappeared, and none are owned by the county. Some are on school lands, some owned by Trustees and their successors for use of the schools, but most of them are located on the lands of individuals. Colored school houses are generally uncomfortable; ownership as above. In many instances colored schools are taught in churches. There are a few good colored school houses in the county. The white schools are generally well-equipped with good stoves, glass windows, blackboards, and in many are maps and charts.

TEXT-BOOKS.—Pupils in all the public schools in the county are well supplied with the adopted series of text-books. The text-book committee made only two changes. We now use Cooper's History of Our Country, instead of Eggleston's United States History, and Hutchison's Physiology in place of Steele's; our other school books remain unchanged. The text-book law is giving general satisfaction in this county, and I think it works great good to the educational interests of the State.

PUBLIC SENTIMENT.—The public school system in this county is generally popular. Some rely entirely upon public school tuition of four months to educate their children, which, of course, is a failure. Many complain of the school tax being paid by one race (almost) entirely; others say that "every man should educate his own children." I am pleased to report that within the last two years many districts throughout the country are supplementing their schools by private means.

SIXTEENTH SECTION FUND.—Our board of supervisors has failed to have an abstract made for lands belonging to the sixteenth section school fund. Our courthouse was burned two years ago, destroying all land records. There are measures on foot to have abstracts made, etc. Nine hundred and thirty, ($930), belonging to the sixteenth section school fund, has been appropriated to the general county school fund, as it was not known to what township it belonged, the records being destroyed as above mentioned.

MADISON.

W. B. JONES, SUP'T.

SCHOOL FUND—Under the new system of revenue the fund has been somewhat in excess of the old and has proven a very satisfactory method of obtaining the school fund. There seems to be some dissatisfaction among the teachers as to the time of the distribution, as they are compelled to hold their last two warrants several months or discount them. The fund is ample for a public term of four months, paying the white teachers an average salary of forty dollars and the negroes about twenty-three. The people in our county are heartily in favor of extending the term, and were it not for the fact that Madison county is burdened with a heavy debt, we would have a much longer public school term.

PROGRESS OF TEACHERS.—(a) Since I have been in office it has been my good fortune to note the amount of actual study done by teachers in the adopted text-books, and consequently better qualified to teach. (b) The institutes have been a factor in the marked improvement seen in the conducting and managing of the schools. (c) Very few of our teachers have as yet realized the fact that teaching is an honored profession and for this reason they have not gone into the professional study.

TEACHERS' LIBRARY.—We have on hand twenty-five volumes of historical writings and standard works combined. We will increase the same this winter. The teachers have begun to see the benefit to be derived from reading and studying these books and are using them very extensively.

COUNTY INSTITUTES.—The attendance upon the institutes has been good, but I hope to see the time when every teacher in the county will be compelled by law to attend. The whites average sixty per cent. in attendance and the negroes eighty per cent. The good results from the county institutes are very patent. The live teachers take hold of the new methods and ideas put forth by the able conductors and make strenuous efforts to instill them into the children. The instruction in school management is worth the teacher's time and expense, even though he should derive no other benefit from attending them. It is also beneficial to the teachers from a social standpoint, as teachers from different parts of the county learn to know their fellow teachers and do not feel abashed to stand before them and give their opinions upon different subjects that come before them.

SECONDARY EDUCATION.—Canton is the only separate school district in the county. I regret to say that the schools of Canton have made very little progress for the past four years, also to note the fact that we are behind our sister towns in the point of a school building. The one in use is quite old and dilapidated and I may say, an eye-sore to the town. We cannot boast of a college or high school in the bounds of our county.

SCHOOL DISTRICTS.—The present law regarding the laying off of districts has proven quite an advantage, especially to the county superintendents. Under the old law it was very frequently the case that patrons of one school would become offended at the teacher and would send miles out of their way to another school, thereby breaking down one school and building up another. It relieves the superintendent of any trouble in trying to reconcile teacher and patron as the bounds of the district are fixed, and the patron can not send to school in another district without gaining the written consent of two boards of trustees and the approval of the superintendent.

SCHOOL HOUSES.—The country school houses generally are very comfortably fitted up, and most of them supplied with school furniture—the only very essential article that is particularly scarce being the black-board. There is a disposition on the part of a majority of the board of supervisors of Madison county to keep the surplus for the payment of teachers during the next term, and not spend it for the repair and building of school houses.

BOOKS.—The whites, as a rule, are well supplied with the adopted books, although I have complaint from a teacher occasionally, that the children are not supplied with the proper book. The negroes are well supplied with readers, spellers, and arithmetics, all of which are the ones adopted. The teachers are cognizant that they must teach the adopted book or they will not receive pay for services rendered.

POPULAR SENTIMENT.—The majority of the tax-paying people of the county favor the public school system, and the most eminent objection to them is that they are not of long duration. Four or five months in one year spent in study and improvement, and the rest in work or play.

MARION.

R. E. SYLVERSTEIN, SUP'T.

PROGRESS OF TEACHERS—Our corps of white teachers, though young and inexperienced as a class, with two exceptions, hold first-grade certificates. The constant decrease per capita and the steady increase in the number of school districts each year has caused nearly all of our old corps of teachers to leave this county to teach, or they have entered other callings more lucrative. There are a few districts in the county where the teachers' salary is supplemented by the patrons. All such districts have experienced teachers. The time is not far hence when all the teachers of this county will abandon teaching unless we can get aid from some source. The average first-grade salary for the present (1895–'96) scholastic year will be about $18.00. Of course no good teacher will teach for so small an amount.

TEACHERS' LIBRARY.—We have none. It takes all the institute fund to defray expenses of institute and our common school fund is too small from which to draw aid in this direction. We carry over a small amount this year, and if teachers fail in the examinations for teachers' license during the next twelve months as they have during the past year, we can buy a very complete library without aid from any source save the examination fee.

TEACHERS' LYCEUM.—There was a teachers' lyceum organized in this county in August, 1894, and after having met a few times it was dropped, and has not been heard of since.

COUNTY INSTITUTES.—The institute the past scholastic year was very well attended. The institutes have done a great good in this county. They are especially beneficial in counties like this, because the majority of our teachers being young and inexperienced, it gives to them at the institute that training that would otherwise take them several years to get by actual experience in the school-room. If it were possible to hold the institutes during the month of May each year, the benefit to both teacher and pupil would be two-fold over what it is, as they are now held. It is well known to all who are acquinted with the general run of a country school, that to dismiss a week during the latter part of August is equivalent to dismissing one-third of the children in attendance during the remaining part of the term. And besides the fall off in attendance, the teachers, who are generally students themselves for eight months during each year, will have lost all the enthusiasm imparted to them by the conductors ere the next term begins.

SECONDARY EDUCATION.—We have no separate school districts, and but two high schools. Each of these is prosperous and doing good work.

SCHOOL DISTRICTS.—The law governing the formation of school districts is a good one in the main. If the county school board was forced to district the county with reference to townships and not, as is generally the case, with reference to neighborhoods, and then locate the house in each district as near as practicable the center of the district, a great deal of contention would be overridden and the patrons saved much expense. It often happens that though the district is formed with reference to a definite number of sections, the house in said district is not near its center inasmuch as the children in said district are clustered in one neighbor hood. If then, a family moves into this district, remote from the neighborhood, and is too far to patronize the school, at the very next meeting of school-board the house is re-located, thereby causing an expense that might have been avoided at the outset had the house been in or near center of district.

SCHOOL HOUSES.—We have at present very few log houses. Several districts have very comfortable houses, but poorly equipped with furniture.

TEXT-BOOKS.—The text-book committee, on October 7, this year, made few changes in the adoption of 1890. Children are very well supplied with books. Prejudice against text-book adoption is a thing of the past.

PUBLIC SENTIMENT.—I hear nothing urged against the public school system save the present mode of distribution.

SIXTEENTH-SECTION SCHOOL LAND.—I am confident that if the truth concerning the sixteenth-section school land in this county was generally known, one would be justifiable in saying that said lands have, so far, proven a disgrace rather than a blessing. Acting under an act of the Legislature of this State, passed March 3, 1848, the Common School Commissioners in and for this county advertised and on the 20th day of February, 1854, sold thirteen (13) such sections. The total amount received for the thirteen sections was $1832.20—an average of $140.93 per section. With the exception of four of these, the amount paid for each was less than $35, as many as three selling for $5 each. The record shows that interest was paid on about one-half of the $1832.20 up to the close of the year 1857. After this time nothing has ever been heard of either principal or interest. From 1850 to 1883 there was none sold. From 1883 to the present date all have been sold save two within the limits of this county and the 1443.39 acres in Hancock county. The president of the Board of Supervisors prior to 1890 took any and every one on the notes of those borrowing money belonging to said sections. The result of which was that, when the Board of Supervisors, acting under the Code of 1892, made an effort to secure all loans belonging to said sections with real estate, it was found that, in a great many instances, both debtor and sureties were insolvent. The present Board has done all in their power to right the mistakes made by their predecessors in office, but so far they have made very little progress. They have an abstract of title to such lands, and are now involved in several law-suits concerning the thirteen first-named in this article.

MARSHALL.

S. W. MULLINS, SUP'T.

PROGRESS OF TEACHERS.—The majority of our teachers, I think, are growing. They take the educational journals, use the teachers' library and attend the institutes. The weak and indifferent ones are dropping out and their places, in the main, are being filled by those that are young, capable and progressive. We had a seven months' term in 1894–5.

TEACHERS' LIBRARY.—We have a well-selected library of about 200 volumes, and it is a priceless privilege and boundless opportunity for the earnest teacher.

TEACHERS' LYCEUM.—We have never organized one in this county.

COUNTY INSTITUTE.—Our county institute was a decided success. It was inspiring and instructive. About 85 per cent. of our teachers were in attendance the entire week. The professional enthusiasm and advancement exhibited were gratifying.

SCHOOL DISTRICTS.—Our county is districted. We have some special districts. I think our law upon this subject a most excellent one.

SCHOOL HOUSES.—There is a steady improvement in the condition of our school houses. The people seem to be yearly awakening to the fact that comfort is essential to a pupil's physcal and mental development.

TEXT-BOOKS.—We use McGuffey's Revised Speller and Readers, Robinson's Arithmetics, Hansell's Histories, Maury's Geographies, Peterman's Civil Government, Harvey's Revised Grammars, Williams' Composition and Steele's Sciences. Our pupils are well supplied with these books.

POPULAR SENTIMENT TOWARD THE PUBLIC SCHOOLS.—The great majority of our people appreciate them and could not be induced to give them up. The opposition to them is on the decrease or is less bold.

MONROE.

C. L. TUBB, SUP'T.

PROGRESS OF TEACHERS—We have not reached that perfection to which the true, progressive teacher looks forward with ardent joy, yet I am greatly gratified at the success achieved in an untiring effort to push our teachers to the front. All the rules prescribed for holding and conducting examinations, have been rigidly enforced; merit alone has been made the test of a license, and teachers had to abide the results. Teachers disappointed in the results of examinations have often come forward with murmurs and complaints, but I have never receded from a position once taken. In this way teachers have been induced to acquire a more thorough knowledge of the text-books, to say nothing of their improvement in general information and efficincy. Many teachers now hold licenses valid for two and three years; even among the colored race there are some of this class.

Nearly a hundred white teachers of my county attended the Peabody State Normal, held in Aberdeen, June, 1895. This great arm of our public school system has developed a wonderful enthusiasm in our teachers during the last two years. They are leading out upon a broader and more elevated plane. Professional study, in all its different phases, is now receiving the attention of many of our teachers; an ambition for higher and nobler attainments in the profession seems to have a firm hold on the majority of them.

Nothing has been more effective in arousing and developing a healthy and laudable ambition in teachers than a graded system for our county schools, which was put in active operation two years ago. In the fall of 1893, prior to the time for opening county schools, a graded course of study comprising eight grades, or separate divisions, was formulated and sent out from this office, a copy of which is hereto attached. A special institute session of two days was called in order to instruct teachers as to the manner and method of introducing and engrafting this new system into their schools. After the first two or three months little or no difficulty was experienced in changing from the old "get-along-as-you can-way," to a complete and thorough graded system. The only difficulties reported came from weak, inefficient teachers, who were unable to get the machinery properly in motion at the beginning; for when once started right, the machinery practically runs itself.

TEACHERS' LIBRARY—Our Library now contains nearly two hundred well selected volumes, comprising the International Education Series, and many others of like character. A vast majority of our high grade teachers read these books with both profit and interest.

In addition to this library every white teacher in the county and about eighty per cent. of the colored teachers, are subscribers to some educational journal or magazine.

TEACHERS' LYCEUM.—At the county institute held in Aberdeen, August, 1894, a voluntary association was formed, consisting of thirty-three members. This organization was divided into four reading circles or conferences, the teachers in each obligated themselves to meet monthly in round table conferences to discuss and master White's Elements of Pedagogy, which they chose as a text. After one or two meetings, and at the approach of winter, the interest seemed to wane; the executive committee, which was elected to supervise the Lyceum proper, soon lost control of it altogether. From this organization, however, much good has sprung. If nothing more, this can be said: It has placed a good book of professional literature in the libraries of a great many teachers who have read it with profit.

COUNTY INSTITUTE—No institute for white teachers has been held in my county since 1894, the Peabody State Normal held in Aberdeen, June, 1895, taking the place of the white institute. In September of this year, the colored institute was held and largely attended; there were present one hundred and twenty-two teachers, all eager to catch the inspiration.

Among white teachers, interest in county institutes seems somewhat arrested. There is almost one universal cry, that when they have attended the Peabody Normals, with the usual run of county examinations following, there should be some limit to institute going. In my judgment, some reorganization is necessary in this branch of the service to arouse and quicken the interest of teachers.

SECONDARY EDUCATION.—Under this head it pleases me to say that there are now in my county three separate school districts, Aberdeen, Amory and Nettleton.

The public schools of Aberdeen are in excellent condition, under the supervision of Prof. M. Rose. Both white and colored children are here educated in all the grammar and high school grades; besides in the white school a few extra departments are carried.

Amory has recently been declared a separate school district and has taken on a new and healthful educational growth. The white school will be organized into grammar and high school departments.

Nettleton, a line school, situated partly in Lee and partly in Monroe, has been a separate school district a little more than a year. I am informed that in this school some excellent work is done.

The Smithville High School, now under the management of Prof. C. V. Thompson, is organized into a grammar and high school course. The citizens are now adding to their already splendid buildings and much good may be expected from this school.

Hamilton High School, located in a country district ten miles from Aberdeen, is under the management of Prof. C. P. Smith, a thorough and efficient educator. This school continues for eight months in the year and carries all the grammar grades and a portion of the high school course.

Strong's Institute, located at Strong's Station, for the past two years under the management of Prof. Charles Strong, but now under the control of Prof. Warren Atkinson, has supplied a long felt want in its community. Children, both male and female, are here prepared for university or college courses.

SCHOOL DISTRICTS.—The new law as amended by act of the Legislature, 1894, operates without friction in my county; very few, if any changes had to be made in the school districts. In portions of the county the courses of streams and other obstructions have made it necessary to form quite a number of special districts.

SCHOOL HOUSES.—A large per cent., in fact nearly all, of our white school houses are comfortable and well equipped with furniture; however, little or no apparatus is supplied, except such as is improvised by the teacher. Repairs are being made from year to year, and improvement is continually going on.

Colored schools are generally taught in churches, a majority of which are fairly comfortable.

TEXT-BOOKS.—As a rule children are well supplied with the adopted books. Teachers have been paid good salaries and orders have repeatedly been given to permit no child to recite who is not supplied with the proper books.

I desire to say here, that in this direction there is no greater influence upon a parent than a graded school system, he soon learns that his children must have the books, else remain in a lower grade.

SIXTEENTH SECTION.—There are in my county thirteen sections of these lands, the greater part of which is leased to individuals for a term of ninety-nine years. These leases expire from forty to fifty years hence.

The board of supervisors in January, 1895, employed Messrs. Gilleylen and Leftwich, attorneys, to investigate titles to these lands. Complete abstracts of titles of five sections have been filed for record in the chancery clerk's office, and as to many of the other sections bills have been filed in chancery to perfect titles and clear away clouds from same.

COURSE OF STUDY.

FIRST GRADE.

First Term, 10 Weeks—Reading—Swinton's Primer, complete. Language—Oral, using words in Primer. Numbers—Develop numbers 1 to 10. Writing—Copying script in Primer.

Second Term, 10 Weeks—Reading—Swinton's First Reader, completed. Language—Compose sentences, using new words at beginning of each lesson in First Reader. Numbers—Develop numbers from 1 to 20. Writing—Copy language lessons and all script found in First Reader. Spelling—All new words in each lesson.

SECOND GRADE.

First Term—Reading—Second Reader, to lesson 33, page 95. Language—Language lessons as required in Swinton's Second Reader. Numbers—Develop numbers from 1 to 50, using Robinson's Primary Progressive, to page 30. Writing—Copy language lessons and all script found in Second Reader. Spelling—Written and oral, using Swinton's Word Primer to page 21.

Second Term—Reading—Second Reader, completed. Language—Language lessons as required in Swinton's Second Reader. Numbers—Develop numbers from 1 to 100, using Robinson's Primary Progressive, to page 58. Writing—Copy language lessons and all script found in Second Reader, completing Reader. Spelling—Written and oral, using Swinton's Word Primer to page 42.

THIRD GRADE.

First Term—Reading—Third Reader, to page 120. Language—Knox-Heath's Elementary Lessons in English, to page 47. Arithmetic—Robinson's Primary Progressive Arithmetic, completed. Writing—Previous methods continued. Spelling—Swinton's Word Primer, to page 66.

Second Term—Reading—Third Reader, completed. Language—Knox-Heath's Elementary Lessons in English, to page 95. Arithmetic—Robinson's Rudiments Written Arithmetic, to page 54. Writing—Previous methods continued. Spelling—Swinton's Word Primer, completed.

FOURTH GRADE.

First Term—Reading—Fourth Reader, to page 236. Language—Knox-Heath's Elementary Lessons in English, to page 137. Arithmetic—Robinson's Rudiments, to page 86. Geography—Monteith's first Lessons, to page 30. Writing—Mississippi Copy-book No. 1. Spelling—Watson's Complete Speller, to page 66.

Second Term—Fourth Reader, completed. Language—Knox-Heath's Elementary Lessons in English, completed. Arithmetic—Robinson's Rudiments, to page 117. Geography—Monteith's First Lessons, completed. Writing—Mississippi Copy-book No. 1. Spelling—Watson's Complete Speller, to lesson 96, page 79.

FIFTH GRADE.

First Term.—Grammar—Reed & Kellogg's Graded Lessons to page 90. Arithmetic—Robinson's Rud. of Written Arith., to p. 159. United States History—Eggleston's First Book, to p. 102. Geography—Barnes' Ele., to p. 48. Writing—Mississippi Copy-book No. 2. Spelling—Watson's Complete Speller, to Lesson 142, p. 93.

Second Term—Grammar—Reed & Kellogg's Graded Lessons, completed. Arithmetic—Robinson's Rud. of Written Arith., completed. United States History—Eggleston's First Book, completed. Geography—Barnes' Elementary, completed. Writing—Watson's Complete Speller, to Lesson 189, page 109.

SIXTH GRADE.

First Term—Grammar—Reed & Kellogg's Higher English, to page 92. Arithmetic—Robinson's Progressive Practical, to page 86; Robinson's Intellectual, to page 57. United States History—Eggleston's U. S., to page 203; Geography—Barnes' Complete to page 48. Writing—Mississippi Copy Book, No. 3. Spelling—Watson's Complete Speller, to appendix, page 125.

Second Term—Grammar—Reed & Kellogg's Higher English, to page 187. Arithmetic—Robinson's Progressive Practical, to page 150; Robinson's Intellectual, to page 98. United States History—Eggleston's U. S., completed. Geography—Barnes' Complete, to page 98. Writing—Mississippi Copy-book No. 3. Spelling—Watson's Complete Speller, completed.

SEVENTH GRADE.

First Term.—Grammar—Reed & Kellogg's Higher English, completed. Arithmetic—Robinson's Progressive Practical, to page 247; Robinson's Intellectual, to page 122. Mississippi History—Lowry & McCardle's, to page 106. Geography—Barnes' Complete, completed. Writing—Mississippi Copy-book No. 4.

Second Term—Physiology—Steele's Fourteen Weeks, to page 149. Arithmetic—Robinson's Progressive Practical, completed; Robinson's Intellectual, to page 145. Mississippi History—Lowry & McCardle's, to page 212. Civil Government—Peterman's Elements, C. G., to page 98.

EIGHTH GRADE.

First Term—Physiology—Steele's Fourteen Weeks, to page 267. Arithmetic—Robinson's Intellectual completed. Mississippi History—Lowry & McCardle's, completed. Civil Government—Peterman's Elements, to page 157. Physics—Steele's Fourteen Weeks, to page 188.

Second Term—Physiology—Steele's, completed. Civil Government—Peterman's Elements, completed. Physics—Steele's Completed.

MONTGOMERY.

W. E. SIMPSON, SUP'T.

PROGRESS OF TEACHERS.—A majority of the white teachers have kept steadily up to the standard of scholarship and executive ability required by our people in the public schools of the county. Many of them have attended the State normals and other schools for the advancement of the profession. The colored teachers do not seem to be making any advance in scholarship, at least in the free school curriculum. I think this is attributable to the fact that they jump, or their teachers in the high schools jump them from a, b, c, to algebra and Latin before they are at all proficient in the lower studies. It is almost impossible to get colored teachers of suitable proficiency to teach their schools.

LIBRARY.—We have a teachers' library of good books, furnished mostly from institute fund, with quite a number added by private contributions from the teachers.

INSTITUTES.—The county institutes were very poorly attended last summer, several of the teachers having attended the State Normals, and many being engaged in the summer sessions of the schools.

SECONDARY EDUCATION.—We have quite a number of high schools in our county in a prosperous condition. The Duck Hill male and female schools, with an enrollment of fifty pupils, is doing good work, with Prof. W. W. Woodson as principal. The Kilmichael male and female school is doing good work, with an enrollment of sixty pupils, J. W. Lucas, principal. The Poplar Creek male and female academy, has an enrollment of seventy pupils, Prof. R. E. Cartledge, principal. The people of Minerva have built them a good house, and have an enrollment of forty pupils, and promise to build up a good institution, with Prof. Alexander as principal.

The graded school, Winona district, and Prof. S. Ritchie's training school, are in good working order.

SCHOOL DISTRICTS—Very few changes are made in our school districts.

SCHOOL HOUSES.—There is some improvement in school buildings, but not as marked as it should be. The children are pretty well supplied with the adopted text-books.

The sentiment is almost universally friendly towards the PUBLIC SCHOOLS.—None but old fogies complain about the expense and failure of the public schools.

SIXTEENTH SECTIONS.—I have urged the board of supervisors to take necessary steps to carry out the law in regard to the sixteenth sections, but they have not yet done anything. Except a part of one sixteenth in my county, all were leased before the war, and after the war during the times of bankruptcy, about all the money and notes were squandered or put out of the way.

I think that any municipality, without regard to the number of inhabitants, ought to be authorized to levy a special tax to continue its schools for a longer term than four months, on the petition of the majority of the real estate owners therein.

NESHOBA.

C. L. MCKAY, SUP'T.

PROGRESS OF TEACHERS—Our teachers have made wonderful progress in the knowledge of text-books in the past two years. We have quite a number of live young teachers that are acquainting themselves with the best methods, and their work in the school room shows improvement.

TEACHERS' LIBRARY—Our library consists of the "International Educational Series," forty volumes. Other books will be added this winter.

TEACHERS' LYCEUM.—We have a regularly organized "Reading Circle."

COUNTY INSTITUTES.—For the past two summers we have had live Institutes, well-attended, and much interest manifested.

SECONDARY EDUCATION.—There are seven schools that run from eight to ten months. Attendance good.

SCHOOL DISTRICTS.—Allowing the changing of location at the will of school boards causes much dissatisfaction, and gives rise to much contention among patrons.

TEXT-BOOKS.—Children are supplied with the adopted books.

SENTIMENT.—With the exception of a few old bachelors and old maids, the sentiment in favor of public schools is unanimous.

NEWTON.

T. J. REYNOLDS, SUP'T.

PROGRESS OF TEACHERS.—The teachers have made commendable progress; with some it is a healthy development of a true spirit of emulation; others have been forced forward by a strict system of examinations. But for the attempted frauds in examinations last fall the outlook would have been quite satisfactory.

TEACHERS' LIBRARY.—We have a small library, but I am pained to admit that our teachers do not seem to fully appreciate the value of the same.

TEACHERS' LYCEUM.—A Teachers' Lyceum has been organized recently, but as to results the future only will tell.

COUNTY INSTITUTES.—The County Institutes were held in August, were fairly well attended, and I hope that much good was effected.

SCHOOL DISTRICTS.—We have one separate school district (Hickory), and the county is divided into 54 white, 32 colored, and 1 Indian school districts.

SCHOOL HOUSES.—There are a few good and well-arranged school buildings in the county, but a great many are totally unfit for the purpose. I think a law should be enacted requiring the school houses to be permanently located, and then abolish county school boards; for so long as the districts and school house locations are annually changed no community will interest themselves about school houses.

TEXT-BOOKS—I think the present system of uniform text-books is generally well received, and could hardly be made any better, except it would be to have a State uniformity.

POPULAR SENTIMENT TOWARD PUBLIC SCHOOLS.—I believe that the masses fully appreciate the benefits of public schools and free education, and are disposed to make the most of it, yet, we have some "chronic grumblers," who find faults in anything. These we term "public kickers;" they do but little harm.

NOXUBEE.

S. M. THOMAS, SUP'T.

PROGRESS OF TEACHERS.—I think that our teachers are steadily improving, both in their knowledge of text-books and in their methods, and as an evidence of their awakening to a proper appreciation of professional training, quite a number of them have been patronizing normal schools in various places. Several have been to the Peabody Normal, of Nashville, and a number of others contemplate taking a professional course there just as soon as they can possibly do so, and, judging by those who have taken the teachers' course there, I can heartily endorse the work done at the above-named institution, for some of our best teachers are those who took the L. I. degree there.

TEACHERS' LIBRARY.—Our teachers' library now consists of a duplicate library of professional literature—the Kellogg No. 4 library, fifty volumes—and The Library of American Literature, consisting of eleven large volumes, bound in sheep, which, by the way, I considered a very fine work and something that all of our teachers ought to know more about. I find that most of them, however, take quite an interest in reading books from the library, and if they will so continue to do, I will feel that our money could not have been invested in anything that could have accomplished more good.

TEACHERS' LYCEUM.—Our teachers took great interest in the lyceum at first, and we read Page's Theory and Practice of Teaching and discussed it with much interest, and I think that we all received considerable benefit from it, notwithstanding several had read it before. But by the time that we finished that book the weather got so bad that we could not have a meeting of the lyceum to select a second book, and by the time the weather would permit of another meeting the schools were out. Then came the summer normals, institutes, selection of text-books and fall examinations in such rapid succession that we have failed to renew our lyceum work.

COUNTY INSTITUTES.—Our institutes were conducted this year by Dr. John W. Johnson, of the University of Mississippi, and Prof. D. W. Jones, of Yazoo City. Dr. Johnson conducted the white and Prof. Jones the colored, and both of them did excellent work. In addition to his other work, Dr. Johnson delivered two very interesting lectures at the court-house for the benefit of the public. His subjects were "The German School Girl; Her Present, Past and Future," and its counterpart "The German School Boy," etc. The white institute had a larger number of teachers in attendance this year than last, but the attendance at the colored was not so good this year as last, although the work done by the teachers in both this year was superior to that of last, owing to the fact that the thorough work of last year had prepared them for better work this year. I think that the county institutes have done a great deal for our teachers, both socially and intellectually, that could not have been accomplished by any other means.

SECONDARY EDUCATION.—There were two high schools in this county last year, at Brooksville, taught by Prof. J. N. Francis, and the other at Shuqualak, taught by Prof. W. T. Foster and his assistant, Miss Lucy Harper. Both of the above institutions did good work, and the latter has had enrolled between forty and fifty boarders, in addition to a most encouraging local patronage.

SCHOOL DISTRICTS.—We had 102 districts in our county last term, divided as follows, viz: Forty-four white, fifty-eight colored, besides the separate school district of Macon, with one high school for each race. The forty-four white districts include three line schools, with one of the houses in Kemper county. The others were regular districts.

SCHOOL HOUSES.—Most of our white schools have very comfortable houses, but a majority of the colored schools are taught in churches, which though large enough, and well ventilated, lack in many instances, comfortable seats and a sufficient number of stoves to render them comfortable in winter.

TEXT-BOOKS.—Nearly all of the white children are supplied with the necessary books, but a great many of the colored are not.

POPULAR SENTIMENT TOWARD PUBLIC SCHOOLS.—I think that the people of this county are in hearty sympathy with the public schools, and if it was not for the fact that there are so many more colored schools than white in this county, it would be no trouble to get the tax-payers to vote the necessary special tax to make our's a free term of eight months, but owing to the large number of colored schools to be divided with, most of the tax-payers prefer extending their terms by private subscriptions for one or two months, some even as long as three months.

SIXTEENTH SECTIONS.—The attorney appointed by the board of supervisors to investigate the subject has not yet made an official report, but in an interview with him last week upon this subject, he stated that he had not completed his investigation, but as far as he had gone, he had been unable to discover any sixteenth sections that could be recovered by the county for the use of public schools, and he believed that all of the sixteenth sections in this county would be a total loss to the schools. But I think that he is mistaken in regard to some of them at least, as they were leased for ninety-nine years, and title cannot be claimed under the statute of limitation, as he seemed to think.

OKTIBBEHA.

W. H. MILLER, SUP'T.

PROGRESS OF TEACHERS.—Teachers in this county have advanced in every respect in a marked degree, within the past two years. I attribute this improvement, principally, to the summer normals and institutes. They return from these gatherings of teachers from different sections of the country with new ideas, fresh inspiration and new determination. I think our efficient State Superintendent is entitled to great praise for the manner in which he has brought to such a high state of efficiency the normals of this State.

TEACHERS' LIBRARY.—We have a small library for teachers in this county. Such books as we have are of the best and are kept constantly in the hands of the teachers. The colored teachers seem to take more interest in the library than the white. I have recently ordered thirty-two volumes to be added to our library. Quite a number of teachers take educational journals.

TEACHERS' LYCEUM.—The teachers of this county organized a lyceum last year, but for want of interest it fell through.

COUNTY INSTITUTES.—All teachers who attended express themselves as delighted with our institute work this summer. There were more in attendance and greater interest manifested than ever before. Too much cannot be said in praise of these institutes when properly conducted, but under the management of incompetent conductors they are useless expense.

SECONDARY EDUCATION.—We have only one separate school district, that of Starkville. My remarks of last report are still applicable to the schools of this district. They are well attended, but the buildings and accommodations are poor and the furniture poorer. They are not yet supplied as they should be, with maps, charts, apparatus, etc. But there is some excuse, as the town is yet in debt for the school building.

SCHOOL DISTRICTS.—The present law in regard to school districts could not well be improved. When parties are confined to their own districts, as laid off by the locating boards, they feel an individual interest in the school situated in that district.

SCHOOL-HOUSES.—I am again compelled to state that the school-houses of this county, as a general thing, are not a credit to its citizens. They are badly lighted, but I cannot complain of any want of ventilation. Very few have desks, consequently writing is neglected; black-boards are scarce, maps and charts scarcer. The school-houses, with few exceptions, belong to individuals, and the county cannot, with justice to itself, have these dilapidated buildings repaired and made comfortable.

TEXT-BOOKS.—The text-book committee of this county very wisely made but few changes in books, since some patrons are not able to buy books, and if they have a book it is difficult to get them to lay it aside and get another. Children pretty well supplied with books.

POPULAR SENTIMENT TOWARD PUBLIC SCHOOLS.—Under the present system, the public have gradually grown more and more favorable towards public schools. The people realize more than ever, the importance of an education and the masses can only be reached by free tuition.

SIXTEENTH SECTION LANDS.—These lands have for many years been in a neglected condition and now very little revenue is derived from them. The investigation of titles by the board of supervisors has not yet been completed, hence I am unable to give results.

PANOLA.

J. B. ECKLES, SUP'T.

PROGRESS OF TEACHERS—During the past year the teachers of this county have made material progress in the knowledge of text-books. There has also been a marked advancement in the conduct and management of schools. Modern methods are being introduced and better results obtained. In fact, the teachers are becoming active, professional teachers.

TEACHERS' LIBRARY.—Our library for teachers contains about seventy-five volumes, besides teachers' journals, etc.

TEACHERS' LYCEUM.—Steps are being taken to organize a teachers' lyceum.

COUNTY INSTITUTE.—Institute for white teachers was held with an attendance of fifty-seven teachers—seventy-six percentum of corps. Normal for colored teachers was attended by sixty-five teachers of this county—ninety percentum of corps. The work of the institute and the normal was highly gratifying. The teachers were interested and gave ready responses to the appeals of the instructors.

SECONDARY EDUCATION.—There are in active operation, ten high schools in this county, including one separate school district school. These schools are doing admirable work, and are indespensable as preparatory schools for pupils desiring a college education.

SCHOOL DISTRICTS—The present system gives general satisfaction. There is a tendency, however, to create new special school districts, sometimes injudiciously.

SCHOOL HOUSES—Steady advancement is being made in the condition of the school-houses and equipments of the white people. Little is being done by the colored people.

BOOKS.—The children are fairly well provided with books.

PUBLIC SENTIMENT.—Generally speaking, the people warmly approve the public school system. It is generally conceded that if the term were not divided, better results would be obtained. It is urged, too, that the State makes too little provision for secondary education. It is insisted that the State makes admirable provision for primary education and for higher education, but that there is a gap or middle ground, which must be crossed, and yet, which the State has made little provision for.

Under present financial conditions, there is no prospect for an extended term in the near future. During the past summer a circular letter showing the financial situation in this county, together with a petition requesting the board of supervisors to levy 1¼ mills for school purposes, was sent to the white teachers to be presented to tax-payers for signatures. The returns indicated clearly that the people felt unable to bear the burden of the additional tax.

PERRY.

R. FERGUSON, SUP'T.

SCHOOL FUND—The revenue system under the late Constition has decreased the school fund of this county nearly

$2000. This reduction in the school fund caused a reduction in the salaries of the teachers of about 45 per cent. We have been able to maintain our schools for four months only by the assistance of the patrons supplementing the amount received from the State distribution nearly one-half and in many districts more. The board of supervisors of this county have so far persistently refused to make any levy for the extension of the school term beyond the constitutional period of four months, although there is a growing sentiment among the people of the county to have longer terms, and I don't think it will be long before we will have at least a seven months term instead of four.

PROGRESS OF TEACHERS.—So far the evidences of progress among teachers in this county has been along the line of text-book lore. It seems that the goal of their ambition is to pass the examinations sent out by the State Board of Education, and to do them justice I must say that they are becoming wonderfully expert in that particular; but so far as the conduct and management of the schools are concerned, the progress is not so marked. I am proud, however, to say that there is a gradual progress along all the lines educational in this county.

TEACHERS' LIBRARY—We have no teachers' library in this county. A majority of the teachers of this county read educational journals.

COUNTY INSTITUTE.—The county institutes for the past two years have not been well attended, owing to the meager salaries of the teachers and the time which they are held. I think it would be well to hold two institutes during the year and they should be held just before the beginning of each term. The institute is growng in favor with the people, and I think under no circumstances could we afford to give up the institute.

SECONDARY EDUCATION.—We have one separate district, with three or four high schools in good working order and are progressing finely. In some of these schools students receive instruction outside or beyond the public school curriculum.

SCHOOL DISTRICTS.—I can't say that the law in regard to districts is altogether satisfactory. In this county we have an immense quantity of sparsely settled territory, which necessarily requires a great number of fractional districts in order to meet the requirements of the law. My observation and experience has taught me that a district with less than 40 pupils can't accomplish much good. I hold that some modification of the law in this respect could be made to result in much good to this county.

SCHOOL HOUSES.—The condition of the school houses in this county is much better than they were a few years ago. There is, however, great room for improvement.

BOOKS—No other than the adopted books are in use except such as are used for supplementary work.

PUBLIC SENTIMENT.—Is constantly growing in favor with the people in regard to public schools. They are begining to look upon it as their only hope of educating their children.

PEARL RIVER.

W. C. ANDERSON, SUP'T.

PROGRESS OF TEACHERS.—I can say with pride that Pearl River county has a corps of young teachers that are taking a deep interest in their chosen profession and are doing real good work, many of them holding first-grade licenses.

TEACHERS LIBRARY—We have none, the teachers having to a large extent obviated the necessity by providing themselves with books and periodicals to help them in their arduous work.

TEACHERS' LYCEUM.—The teachers present at our last institute, held by Prof. H. P. Hughes, took upon themselves an obligation to organize a lyceum and have had a meeting looking to its organization, and in addition, to adopt a program for daily recitations to be adopted by the schools of the county.

COUNTY INSTITUTE.—Thirteen teachers out of twenty-four in the county, were present at the institute and attended regularly. Of the remainder, one was unable to attend, the others wanted to finish up their schools, and besides did not feel quite satisfied as to the good to be had out of the work likely to be done. The conductor concluded his report with these complimentary remarks: "The teachers were ever ready to respond promptly to the calls of the conductor, many of them showing by the intelligence of their answers a knowledge of the most approved principles and methods. From the earnest, respectful attention accorded, and the enthusiasm exhibited, it is highly probable that few counties in the State have a higher outlook than Pearl River."

SECONDARY EDUCATION.—We have a high school at Lumberton, whose teachers are supplemented, I might say, by the county. Principal for the coming session, is Prof.

Lewis, Prof. A. L. Summer having filled the position the last five years. We have a separate school district at Poplarville, well attended and at which good work is done. Prof. W. I. Thames has been at the head of this institution the past two years and is to serve the incoming term.

SCHOOL DISTRICTS—Pearl River has 40 now, black and white. In consequence of sparse settlement of the county, many of the districts have less than 25 educable children in them, few have as many as 50 pupils.

SCHOOL HOUSES.—There are a few fairly good houses but the majority are small, uncomfortable and poorly supplied with desks, blackboards, etc., that might be considered any way good.

TEXT-BOOKS—A large percentage of the schools are well supplied with the adopted books. I have allowed no other to be used.

PUBLIC SENTIMENT TOWARD PUBLIC SCHOOLS—There is no opposition in this county to public schools.

SIXTEENTH SECTIONS—The title to sixteenth sections in Pearl River county is good. A few have not been sold, and, according to the opinion of the best lawyers in reference to the cutting of the timber on them, no more sixteenth sections will be sold, until there is some legislation in favor of purchasers, allowing them to cut the timber. These lands are sold for the timber and that alone.

PIKE.

JOHN S. LAMKIN, SUP'T.

PROGRESS OF TEACHERS—I think this subject can only be treated relatively. Such a thing as a white teacher asking for anything inferior to a first grade, is now almost unknown and most of them succeed in making it. This induces the belief that there is educational progress among them. Their methods too are improved. This I think is attributable to a sort of semi-normal training that they are subjected to in many of our best schools. All taken together, it seems—as compared with the past—there is a marked improvement among the teachers of the county.

TEACHERS' LIBRARY.—We have a small, but well selected library in the superintendent's office. It is devoted almost entirely to works on school management and kindred topics; I regret, however, the fact that it is seldom resorted to by the teachers.

TEACHERS' LYCEUM—This was merely organized but has never gone into effectual operation.

COUNTY INSTITUTES—These are not numerously attended, but are much appreciated by those who do attend, and they claim to have been largely benefitted. The young gentlemen who held our last institute made for themselves a wide place in the public esteem, for their gentlemanly deportment and manifest capability in the management of the duties of their position. They produced a vast amount of good, which, it is believed, will be felt during the coming season.

SCHOOL DISTRICTS—A few new school districts are being formed and are occupying the "waste places" every year. This is owing to the rapid concentration of inhabitants around common centers. Many of the districts are territorially quite large. The established districts are not always satisfactory but the best that can be done under the circumstances.

SCHOOL HOUSES—A few new houses are being erected, and all such are of a better class. The school-house of half a century ago, made of logs, one end a fire-place, the window formed by cutting out a log, are rotting to the ground, and more comfortable and commodious buildings are going up on their ruins. The negroes are manifesting vast improvement along that line.

TEXT-BOOKS—Children generally are fairly supplied, but there are still a few dark corners where they still adhere to the books of their fathers with a tenacity as strong as life. Those same old books must go to pieces soon.

POPULAR SENTIMENT TOWARD PUBLIC SCHOOLS.—The sentiment is decidedly for the school, but the old cry of "taxing the white man to educate the negro" is still uppermost in the minds of some, and to that extent detracts from the popularity of the system.

SIXTEENTH-SECTIONS—Not a dollar of revenue has been derived from that source. The Board of Supervisors employed a man to investigate that subject who was not a lawyer—paid him, I believe, $200 for that service. He filed a lengthy report, which the Board received and paid him for it, and there the matter sleeps.

COLLEGES AND HIGH SCHOOLS.—There is but one college in the county—Magnolia College. President, W. K. Nettles, Magnolia, Miss. Number pupils enrolled last year, 195.

High Schools.—Whitestown—G. W. Lighty, principal last year; postoffice, McComb; enrollment, 145.

McComb Separate District—G. P. McFarland, principal last year; postoffice, McComb; enrollment, 536.

Summit Separate District—R. P. Linfield, principal; postoffice, Summit; enrollment, 159.

Osyka Separate District—John Q. Hyde, principal last year; postoffice, Osyka; enrollment, 173.

Tylertown Normal Institute—J. J. Lee, principal; postoffice, Tylertown; enrollment, 107.

Bogue Chitto Church—J. F. Hailey, principal; postoffice, Topisaw; enrollment last year, 72. It is estimated that the enrollment will be from 25 to 50 per cent. greater the coming session, under the same management. A commodious school building has been erected, and the patrons are much enthused at the prospect.

PONTOTOC.

D. C. M. BIGHAM, SUP'T.

PROGRESS OF TEACHERS.—It affords me pleasure to testify to the marked progress of the teachers of Pontotoc county. Nearly 50 per cent. of our white teachers attended the summer normals at Aberdeen and Oxford. Prof. J. C. Hardy complimented our teachers at the county institute as taking rank among the best in the State. I believe their efficiency has increased at least 25 per cent. in the last four years.

TEACHERS' LIBRARY.—We have about forty volumes, which we expect to increase this fall to at least eighty, so that each teacher can have a book all the time. Our books have been extensively used by teachers.

TEACHERS' LYCEUM.—A teachers' lyceum has been organized. White's Elements of Pedagogy was selected and bought, but the lyceum fails to meet.

COUNTY INSTITUTE.—Our county institute was well attended. Nearly all the teachers were present. Some were kept away teaching. May or June is the best time to hold institutes. Our last institute was a great success. All were pleased with J. C. Hardy as conductor.

SECONDARY EDUCATION.—We have seven colleges and high schools, in which nearly one-fourth of the children of the county have fine educational advantages.

SCHOOL DISTRICTS.—We have the county tolerably well districted. The district arrangement works well. There are some exceptional cases where it is almost impossible to arrange the districts. The special district law enabled us to meet most cases.

SCHOOL HOUSES.—We have some good houses and some very poor ones. Several good houses have been built in the last few years. Some are preparing now to build. Several are making improvements on their houses.

TEXT-BOOKS.—Most of our white children are well supplied with books. Many colored children are destitute of books.

POPULAR SENTIMENT TOWARD PUBLIC SCHOOLS.—Many of our people are proud of our schools, and public sentiment is generally favorable toward them, but times have been so hard that I do not believe our people would approve additional taxation to extend the term.

PRENTISS.

W. N. BELLAMY, SUP'T.

PROGRESS OF TEACHERS.—Teachers have made fine progress within the last two years. Nothing has been more beneficial in the way of preparing my teachers for school work than the Peabody Summer Normal Institutes, together with the five days' County Institutes. They have been able to see the necessity of more thorough scholarship, and are now striving to make themselves masters of the text-books. They are also more thoroughly interested in adopting good methods of teaching. Many of my teachers knew comparatively nothing of method before the introduction of the Summer Normal Institutes, and the five days' County Institute. All that is lacking now to make the public school a success in my county is an extended school term. With the term extended to eight months our teachers could prepare for the work as a profession, but as it is now they cannot.

TEACHERS' LIBRARY.—Our library is very small, but contains some good selections. I have made no additions to it this year, but will in the near future, as our institute fund is now sufficient, so that the amount that can be legally spent will pay for several volumes. My teachers are making good use of the library books.

TEACHERS' LYCEUM.—The subject of a Teachers' Lyceum has been favorably discussed this year, but, as yet, none has been organized.

COUNTY INSTITUTES.—Our County Institute this year has been a grander success than ever before. Teachers are beginning to realize that they can get a great deal of useful information by these Institutes. The interest manifested in the Institute this year was almost equal to what any one could desire. With such a man as Prof. J. C. Hardy to conduct the Institutes of the State, the good resulting to the teachers and the schools will be invaluable.

SECONDARY EDUCATION.—In my county there are at present six high schools, which are all being graded, and are making fine progress. Each runs nine months in the year, with from 150 to 250 pupils in attendance every year. We have only one separate school district in the county, and that is Booneville, located at the county site.

SCHOOL DISTRICTS.—We have about fifty-six school districts, including line districts for whites. The law of 1894 gave the County Boards power to make some special districts where the great distance and impassable obstructions debarred children from attending school, but my county can not, under that law, have as many as she needs. We need as many more special districts as we can now have under that law. With this exception, our county is satisfactorily districted.

SCHOOL HOUSES.—About half my school houses are fair, and tolerably well furnished, but the rest are not what one might wish by any means. Though, I am glad to be able to say that our people are waking up along this line.

TEXT-BOOKS.—The adopted books alone are used, and children are very well supplied. Many parents complain of being unable to purchase books for their children, but in many of these cases I find that that excuse is only imaginary. Teachers can do much in doing away with this imaginary excuse.

PUBLIC SENTIMENT.—I never knew public sentiment to be more favorable to the public school system in this county. The greatest disturbance to public sentiment, with reference to schools, that could happen would be too radical a change in the laws. All that is necessary is to make a few slight amendments, by way of "smoothing the rough edges." We hope the next Legislature will be content to let well enough alone, and not make any radical changes in the school law.

RANKIN.

E. JACK, SUP'T.

Under the present law salaries are so low that there is just ground of complaint from teachers. I am rather of the opinion, though, that is better than the old system of raising funds for support of schools from county levy and State distribution, as it was troublesome to get the board of supervisors to make a sufficient levy. The public school system is slowly growing in favor with the people. The question was presented to the voters during the canvass last summer, whether a county levy of 3 mills should be made to extend the school term, and public sentiment was plainly shown to favor it. It was plainly stated that a free term of four months was better than no school, but would never educate the children as they should be educated.

About the only opposition to public schools now comes from some who think the taxes they pay are educating other people's children and from a few old men who have no children to educate. The board of supervisors made a 3-mill levy to extend the term, but as it was made at an adjourned term of the board, at the advice of the Attorney General the levy was rescinded.

There has been a marked improvement in the qualification of the teachers of the county. We have fifty volumes in the teachers' library. The books are kept in constant use.

NORMALS AND COUNTY INSTITUTES.—Without expressing an opinion one way or another, I would just throw out the query, are we not frittering away our strength by division? Why not combine the two funds and have more summer normals or longer terms of county institutes?

We have six high schools in the county, outside of Brandon separate district, which run their schools eight or nine months. In the last few years six large, comfortable school houses, with some architectural pretensions, have been built in the county, besides several other small ones that are comfortable. The text-book committtee made only two changes in books to be used in the county. The adopted books give satisfaction and are used by all the teachers.

SCOTT.

O. B. TRIPLETT, SUP'T.

PROGRESS OF TEACHERS.—The teachers of this county are making marked improvement in their knowledge of text-books and those who have been teaching any length of time are full of enthusiasm and push, and are making greater efforts to rank first in their profession, both in literary acquirements and the successful management of their schools. The increase in the number of two and three year licenses might be taken as an indication that the idea of progression prevails among the teachers. The advancement all along the line is very gratifying, as much so as could be reasonably expected when the meagre salaries the teachers are compelled to work for are considered. Professional teachers are yearly leaving the county seeking employment where their services will command better salaries. This is true to the extent that in some communities, where the schools are small, the people make the complaint that they have to "break a teacher every year," that is, they have to start a new boy or girl out in the profession.

TEACHERS' LIBRARY.—The library is small, but with the surplus of institute fund on hand, a nice little addition can be made to it this year. The interest at first manifested by the teachers in reading the library books is on the wane. The inconvenience of getting and returning the books might be mentioned as a cause of the books being read no more than they are at present. Many of the lady teachers seldom ever come to the county seat, except on examination occasions, sending in their reports by mail, or by some one from the neighborhood, and hence do very little reading.

TEACHERS' LYCEUM.—None in this county and all efforts to establish one thus far have proven futile. The inconvenience of the county seat to the teachers who live in the rural districts, together with bad roads and poor modes of conveyance, seem to be the cause of the little interest manifested.

COUNTY INSTITUTE.—The institute this year cost more—$80.70—than ever before, and less interest was, on the part of the teachers as a whole, taken in the work, there being only twenty-nine present at both institutes and several of those were not actual teachers of the county.

It is apparent that something is wrong. It was no fault of the conductors, for they proved themselves well up in their work. The complaint made by the teachers might be assigned as the true cause of the small attendance and of no more interest taken. "Salaries ranging from $13 to $30 per month, and from $5 to $10 per month, board to be paid out of that, will not justify any expenditure of money that can possibly be avoided." At first the hope of an annual increase in salary stimulated the teachers to attend the institutes and summer normals, as well as the hope of being benefited in a professional way, but the opposite proving true, they have lost interest. The shortage in the school fund, as made by the last enumeration, and the difference per capita paid by the State, amounts to over $1200, and this has necessarily caused a cut in the salaries of teachers from $5 to $15 per month. This is enough to teach them a lesson in economy.

SECONDARY EDUCATION—We have no separate school districts in this county. Harperville College, under the efficient management of Prof. F. B. Woodley, is doing a good work. The attendance this session is larger than for several years past. Board and tuition have been reduced to correspond with the stringency in money matters. The Forest High School, under the skillful management of Prof. W. H. Pevey, is progressing finely. He is well up in the new methods of teaching and manifests great interest and earnestness in his work. The Pulaski, Homewood and Hillsboro High Schools are each in turn doing a good work in an educational way. The Independence High School, now under process of construction promises to do an excellent work. It is situated in a community of people who are interested in the education of their children.

SCHOOL DISTRICTS.—They are so arranged that almost every child in the county can reach a school. The schools for the colored race, however, are not so arranged, for the reason that in some localities they are too sparsely settled to have a school. The school fund, under the new law, is inadequate to maintain a school in each district four months and pay a reasonable salary to the teacher thereof. There are too many schools under the district law for the money we have to run them. It follows, therefore, that the operation of the law is not what it should be in this respect.

SCHOOL HOUSES.—While great improvements have been, and are being made along this line, the school-houses are not what they should be, in that they do not, in many instances, afford the necessary comfort and advantages for the progress of the children. The houses in the towns, and most of those in the rural districts of the county, are neat framed buildings, moderately well supplied with the necessary furniture, though there are yet to be seen, some of the old log huts with large fire-places and supplied with rude and scanty furniture. Most of the colored schools are taught in their churches and log huts; some of their houses, however, are neat framed buildings. My observation is that the tendency is to do away with the log houses and supply their places with good framed ones.

TEXT-BOOKS.—The children are generally well supplied with the adopted books. Some complaint about the high prices of books. The books adopted for the next five years are: Watson's Complete Speller, Swinton's Readers, Robinson's Arithmetics, Barnes' Geographies, by Monteith, Shinn's History of the American People, Eggleston's Primary History, Peterman's Civil Government, Lowry & McCardle's History of Mississippi, Reed's Introductory Language Work, Reed & Kellogg's Grammar, Graded and Higher Lessons in English, Hutchison's Primary Physiology, Steele's Physiology and Natural Philosophy, Hill's Elements of Composition and Rhetoric, and with the terms of exchange one year, the people can supply their children with the adopted books at a nominal cost.

POPULAR SENTIMENT.—Some of the large tax-payers, some old bachelors and those who have no children to educate, as a rule, condemn the system, others approve it. I hear very little said about the extension of the school term.

SIXTEENTH SECTIONS—The result of the investigation and establishing the titles of sixteenth sections are hardly perceptible at present, but will be of great benefit to the township fund in the future, as a great deal of the most valuable lands in the county would have, ultimately, been lost if it had not been for this investigation and establishing the titles to it by the board of supervisors.

SHARKEY.

J. S. JOOR, SUP'T.

PROGRESS OF TEACHERS.—It gives me pleasure to state that the improvement of the white teachers of Sharkey county, as to conduct and management of schools, is marked over last year. Twenty-five white teachers are under contract for the schools of 1894–'95, all first-grade except one. This improvement has been brought about by strict examinations, with the desire of the teacher to try to improve his knowledge of teaching. For the colored teachers I cannot say as much. A few of these are well up in teaching, etc., but a majority barely pass second third grade examinations, but between me and the trustees watching them closely, we manage to get pretty fair work out of them.

TEACHERS' LIBRARY.—Is small, but we expect to add more to it in a few days by subscription.

TEACHERS' LYCEUM.— About one year ago the colored teachers organized a lyceum, attended regularly for a while, but soon gave it up and now such an organization is not known. The resident white teachers are few in number and will not try such an organization.

COUNTY INSTITUTES.—There being but few resident white teachers, we cannot hold an institute for that race. The institute for colored teachers held last summer was quite a success; it put the teachers to thinking and studying, and the people think well of them.

SECONDARY EDUCATION.—Having no incorporated towns in the county we have no separate school districts nor high schools.

SCHOOL DISTRICTS.—The county has been properly districted, but owing to numerous water-courses, it is impossible to confine the children to their own districts without entailing a great hardship on some of them, though care is taken to see that they confine themselves to one school.

SCHOOL HOUSES.—We continue to build and improve school houses for the whites. The colored schools are taught in churches built by the colored people, and are generally very comfortable, having plenty of seats and light.

TEXT-BOOKS.—The white children are generally well supplied with books. The colored children poorly, frequently doubling up. About half the patrons of colored schools don't care whether their children have books or not. This occurs, not only under my own observation but is frequently reported by the teachers, asking what to do.

POPULAR SENTIMENT—The sentiment generally expressed by the whites is that the public schools are all right, except the term is too short, caused by having to divide the funds with a class of people whose parents will not even pay a poll tax, which they know is added to a fund which is used to educate their children.

SIXTEENTH SECTIONS.—Under the law governing sixteenth sections the board of supervisors employed an attorney to investigate the condition of same. The attorney made a lengthy report, which showed that the affairs of same had been kept in fairly good shape.

SIMPSON.

R. A. WHITFIELD, SUP'T.

PROGRESS OF TEACHERS.—There is evidence of greater proficiency among the professional teachers than heretofore existing. It is encouraging to note their advancement for the past year, owing to a rigid compliance with the terms of the law on the part of both examiners and teachers. There is now a persistent application of their minds to the study of the text-books, and examinations do not seem so "hard." During the past year's visit of the superintendent to the schools of the county, he felt greater satisfaction with the teaching force. There is yet room for further progress.

TEACHERS' LIBRARY.—As yet we have no library for teachers' use. We have a small institute fund on hand, and at the last summer's institute a move was made looking to establishing a library. Nothing practical has been done, to this date. We hope there will shortly be one, since a lyceum has been organized and is at work.

LYCEUM.—A lyceum has lately been organized and has held its first meeting with fine prospects for practical good. Judging by the character of the teaching force now in our county, we believe the lyceum has "come to stay."

COUNTY INSTITUTES.—Our institutes for both races were held last summer for five days, beginning August 12. Profs. W. T. Foster and H. L. Whitfield were the conductors. Their labors were faithfully performed and with unmeasured good to the teachers. Twenty white and eight colored teachers were all that attended. Many others would have been present and desired to do so, but their time was short; and patrons wanted their children to lose no time from school, as the children must help their parents gather the crops. Prof. Foster, in his report says, "The work and interest of the teachers were of a fine type. The entire session maintained a high type of intellectual work."

It is hard to understand how county institutes can be dispensed with, since they give a new impulse to the teaching force.

SECONDARY EDUCATION.—There are no separate school districts in this county. There are three good schools whose sessions, embracing the free term, are 8 to 10 months. They are not chartered; yet, under the principalship of excellent young men, first grade teachers, they are doing fine work, and are of vast benefit, educationally, to our county. Other localities desire to have long term schools, but the stringency of money matters among our farming people is an obstacle at present. We think, however, that one or two communities will fall into line and build up permanent schools in the near future.

SCHOOL DISTRICTS.—The district system still holds good. No one reasonably objects to this system. The great trouble in this county is, we have too many school districts. An effort was made the past summer by the school board to bring about some consolidation voluntarily on the part of the patrons. None paid any attention to the appeals of the board. Had the board undertaken the work alone it would have created friction that would have taken years to remove.

SCHOOL HOUSES.—Our people are on the up-grade in building school houses. It is now a very rare occurrence that a log "pen" is put up as a school room. The few houses that have been built in the past three years are built of framed lumber and weather-boarded. Some are ceiled within. Most of them use stoves; the balance fireplaces. The rooms are rendered comfortable for wintry weather as far as possible with the hard-worked farmers. There are as yet a few old make-shifts—old log huts—among the colored population, but, we think, ere long nice frame buildings will supplant these. Our greatest complaint with most of the school houses is the lack of sufficient writing conveniences. We have urged this to be remedied, but it seems to be a "slow go" so far.

TEXT-BOOKS.—The adopted text-books are universally used in this county. Our Text-book Committee made very slight changes. A few children have been found unsupplied with any kind of text-book. Poverty is their excuse generally, but sometimes indifference about the matter on the part of the parent.

POPULAR SENTIMENT TOWARD PUBLIC SCHOOLS.—We hear no complaint, nor opposition, in this line. The poor people realize this system to be the best and cheapest means of giving their children something of an education within their grasp. Out of the four-months' term there is barely three months' real good done. The average attendance for the first and fourth months is generally small, owing to parents detaining their larger children at home to assist them in the cotton fields part of those months.

HIGH SCHOOLS.—There are no chartered institutions in this county. The following named come under head of 8 to 10 months' schools, to-wit:

Braxton—Principal, M. L. Polk; postoffice address (now), Cato, Miss. Number of pupils enrolled—pay term—63.

NOTE.—The principals for 1895-6 are Professors J. D. and J. T. Wallace; postoffice, Braxton, Miss.

Westville—Principal, E. A. Howell; postoffice address (now), Westville, Miss. No pupils enrolled—pay term—56.

NOTE.—The principal for 1895-6 is Prof. L. H. McInnis; postoffice address, Westville.

Pokal—Principal, P. D. L. McLaurin; postoffice address (now), Pokal, Simpson county, Miss. No. pupils enrolled—pay term—49.

NOTE.—The principal for 1895-6 is Prof. P. D. L. McLaurin; postoffice address, Pokal, Miss.

ADDENDA.

The present (1895-6) enrollment of each is:

Braxton	64
Westville	33
Pokal	49

SIXTEENTH SECTIONS.—In 1893, the board of supervisors of Simpson county contracted with T. L. Mendenhall, Esq., to make abstracts of titles to sixteenth sections in this county.

Mr. Mendenhall, took up each sixteenth section by townships in order, and showed what disposition was made of it.

His report is on record in the chancery clerk's office in record book No. 12, page 427. He merely states that in 1846, the school commissioners, appointed for the purpose of looking after the sixteenth sections, leased several of these sections to various parties—the latter sub-leasing or selling to others; and since the year 1872—when the court-house, with the records, was burned up—there has been—according to this statement, no record on file of tranfers from original lease on down to the present time.

Those sections that were leased in 1846 for 99 years, consequently the lease expires in 1845. Other sixteenth sections were leased later on than 1846, for 99 years, also.

The Treasurer's report of this, October, shows that eight (8) of the sixteenth sections out of the sixteen and fractions, in this county, yield a small revenue of $179.40—on a sale or lease—in the aggregate—for $1,794.00.

These sections are in T. 1, R. 2, T. 1, R. 3, T. 2, R. 2, T. 2, R. 3, T. 2, R. 4, T. 10, R. 18, T. 10, R. 20 and T. 10, R. 21. As to the remainder (eight and fractions), we may say that they are lost to the schools, and school funds.

It seems from the report of the contractor—referred to above—that he did not undertake to make a thorough investigation of titles to the sixteenth sections, as they now stand. I do not know that he was required or expected to do this, but he gave a history of each, as far as he could ascertain.

An extract from what he has put on record in record-book No. 12, page 427, accompanies this paper.

As matters now stand, I cannot say whether there is any hope of realizing anything from the lost sixteenth sections till A. D. 1945, when leases expire.

TALLAHATCHIE.

W. N. TURNER, SUP'T.

PROGRESS OF TEACHERS.—The progress of the teachers of this county is, in some respects, highly satisfactory, but there are other points in which much is to be desired. All show a commendable knowledge of the branches taught in the public schools, only one white teacher in the county holding other than first-grade license, and nearly all manifest interest in and zeal for their work.

Few, however, display the executive ability necessary to arouse the interest and co-operation of the trustees and patrons, and, consequently, the attendance, in many districts, is irregular, and the school-houses and furniture not as comfortable as they might be. This, however, is mainly the fault of trustees and patrons.

A practical knowledge of the art of teaching and of the methods in the several branches, are the points whereon improvement is most needed. Too many teachers have a disposition to rely entirely on the text-books, asking set questions, displaying too little knowledge of the best methods of conveying information, and no originality in suggestion or illustration to arouse the interest of the pupil. Consequently, the recitation is dull and the lesson simply parroted by the pupil, who learns, necessarily but little.

Some of the teachers deserve high praise in this respect, and merit all that could be said in their favor. The remainder are not up to date, and furnish a problem.

Much improvement will not be made in this direction, I think, until examinations can be arranged in some way to test knowledge of the methods of teaching and executive capacity. Necessity is a great spur, as shown by the improvement in knowledge under the present admirable system of examinations. If one-half the examination were devoted to the subject-matter to be taught, and the other half to these points, each counting equally in determining the grade, I believe the improvement would be great.

TEACHERS' LIBRARY.—Nothing accomplished. Several teachers have subscribed amounts for library, but no money has been collected or books bought.

TEACHERS' LYCEUM.—Four lyceums were organized at the County Institutes in August. All the teachers present seemed to be interested in the work, and expressed a desire to attend. There are many difficulties in the way of effective work at lyceums, such as distance, sorry roads and expense.

COUNTY INSTITUTES.—About one-half the teachers in the county attended the Institutes. They were those who are most progressive. Unfortunately, many were absent whose attendance was desirable, and to whom it would have been most beneficial. The teachers present manifested interest in the work, and showed by their questions and discussions that they had given attention to the subjects brought up. If more attention was given to practical methods of instruction, even in minute detail, and less to theorizing on generalities, I think the Institutes would be more beneficial. Too much ground is covered, and, necessarily, it must be done in a scattering way.

SCHOOL DISTRICTS.—There are 86 school districts—85 county and 1 separate. Most of them are so located that it is convenient for all the pupils to attend, but in a few, on account of scattered settlement or streams, attendance is sometimes inconvenient or impossible. There is a tendency manifested by patrons for each little neighborhood to have a school of its own, instead of uniting to build up a larger school, with a better teacher and longer term. On the whole, however, the county is well districted, the schools being located and the districts planned with an eye to convenience of attendance and to saving the county unnecessary expense.

SCHOOL HOUSES.—There are three handsome and admirably constructed school houses, about three dozen comfortable ones, and the remainder very sorry. Few are as well equipped with desks, blackboards, etc., as they should be. It seems impossible for some of the trustees and patrons to realize the importance of a comfortable school building, although they will keep their children at home during bad weather for lack of one.

TEXT-BOOKS.—Generally children are well supplied, but in some of the districts where not much interest is manifested, the patrons are backward in providing proper books. They try to "save" in this way, overlooking the fact that this is the most expensive "saving" possible in school matters.

POPULAR SENTIMENT TOWARDS PUBLIC SCHOOLS.—Popular sentiment is favorable to public schools. In fact, not more than one-fourth the present number could be educated by private tuition, and this would be at a much greater expense per pupil. All are impressed with the importance of and the improvement due to public schools, but, in some respects, popular sentiment needs to be educated on the vital importance of regularity of attendance, good school houses, and necessity of sound judgment in selecting teachers.

SIXTEENTH SECTIONS.—The report under this head is made under difficulties, as the sixteenth sections in this county are in sorry condition, and no report has been made to the Board of Supervisors as to condition of titles and funds, and no abstracts have been made. So far as can be ascertained from the incomplete data at hand, the funds for some of the sections have been lost, disappearing like smoke. In some sections no land has been sold or leased.

TISHOMINGO.

F. T. CARMACK. SUP'T.

There is evidence that parents are taking more interest in schools, They are building better houses, furnishing them better. Five years ago there were few black-boards, now all school houses have them. Then many houses had little or no means of lighting them except by the door. Now many are well lighted. Many houses are better heated than they were. Much can be said of the improvement in the children. They are more orderly, show more interest in their studies and make a better average attendance. This non-attendance or irregular attendance has always been a serious fault with our schools. Poverty has been the excuse offered; they must have the help of their children is claimed by parents. To some extent this is true, but by some parents it is used as a cloak for their indifference.

Uniformity in text-books has been enforced, but the children are not supplied. I cannot get parents to realize the importance of supplying their children with books. This is the result of both ignorance and vice, for I find very often these same parents will spend twice as much as would buy the books for whisky during Christmas. I am glad to say this is a local condition. I am urging reform on this line.

My teachers are doing good work. I lose one occasionally on account of poverty. Our school fund does not admit of good salaries, and our teachers are continually looking out for something better. I think I have as fine class of teachers as any county in the State; I notice they take front rank when they go into other counties. This, I suppose, because they are self-made and consequently self-reliant.

Of myself I will be modest, but I think I see more clearly the causes which contribute both to our success and defeat. I am sure I do more work and better work than when I first began to look after this part of the public service. I hope and believe that the next four years will be an improvement on the past.

TUNICA.

Z. T. WHITE, SUP'T.

FINANCES.—The State distribution, supplemented by the Chickasaw school fund, has been amply sufficient to maintain our public schools for an average of 115 days, paying the best teachers the full limit of the law and we have a balance of $2134.92 after building four new school houses and supplying the schools with new desks, maps, blackboard and charts. The charts furnished by the county cost $400.00.

TEACHING CORPS.—The teachers of late manifest a greater interest in their work than they have done in former years; with few exceptions they work for the advancement of their schools, and I am glad to report the progress of both white and colored schools all along the entire line. A great many teachers have had professional training and they have subscribed for educational journals; although none of them are graduates they are making every effort to improve their usefulness and advance the cause and elevate the standard of education.

SCHOOL HOUSES.—The county has in the last two years built a number of nice frame school-houses, and provided them with desks, maps, charts, and black-boards, and supplied the teachers with crayon and erasers. The houses are well lighted, and heated; in addition to the above, which has all been paid for out of school fund, the county has furnished fine water-buckets, dippers and brooms.

Many of our colored schools are taught in their churches, the repairs of which are kept up by the county, and supplied with the necessary school furniture at the expense of the county.

INSTITUTES.—The colored teachers manifest a great interest in their institute, and have attended each one regularly, as shown by the report of the conductor. These institutes are of great benefit to our teachers, and have stimulated them up to a closer application to their text-books.

I regret that our white teachers have not had the advantage of this institute-work; am sure they would appreciate the instructions and benefit that would be derived.

Amount of Institute fund collected	$74 00
Amount paid Conductor	40 00
Balance on hand	$34 00

TEXT-BOOKS.—Our teachers are highly pleased with a uniform series of text-books.

TATE.

F. T. RAIFORD, SUP'T.

PROGRESS OF TEACHERS.—Grows more noticeable each year, both with respect to character of scholarship and improved capacity for school management. The movement which has been conducted so vigorously and persistently to bring the country teacher to a face to face recognition of his position—its profound importance and his unfitness to meet its demands—is just now beginning to bear visible fruit among a class who are slow to surrender the ideas and usages of the past. The young teachers, as a rule, are more ambitious than their more elderly co-workers, and their zeal for higher self-culture imbues their associates with greater activity, and closer study along the same lines. This county yearly, has contributed delegations to the Normals at the University, while many attend special schools at a distance, during the summer vacations, and the spirit of progress is also made manifest in the increased amount of professional literature found among the teachers.

TEACHERS' LIBRARY.—The Teachers' Library is small, but the books are kept in active circulation. Only the teachers who subscribed to the library fund are allowed the use of the books, and they read them eagerly, and no doubt with profit.

TEACHERS' LYCEUM.—It has seemed difficult to keep the Lyceum in working order. It was organized at the County Institute in 1894 and Page's Theory and Practice of Teaching was selected for study and discussion, but on the day appointed for the first meeting there was not a quorum present, and at the subsequent meeting only two reported. It was revived at the Institute this year, and the membership increased, but date for meeting has not yet been fixed.

COUNTY INSTITUTES.—About 50 per cent. of the teaching force of each race attended the Institutes this summer, and the discussions awakened interest and accomplished some good. The County Institute, when kept alive and made practical, is a most effective agency for upbuilding the profession and increasing the value of the public school work. The teachers of this county do not properly avail themselves of its benefits.

SECONDARY EDUCATION.—We have no separate school districts. Nine schools in the county, last session, were carried beyond the regular free term of five months. All of these schools were in charge of high grade teachers. There is a growing disposition to lengthen the term in other sections.

SCHOOL DISTRICTS.—Established, we hope, permanently. There is not a neighborhood in the county in easy reach of which there is not a school house. We have been involved in school fights over the location of school houses for ten years or more, but happily under the provisions of the new law allowing special districts, the board has brought order out of chaos, and sweet peace now reigns over the land.

SCHOOL HOUSES.—Unsightly in design, badly constructed, poorly furnished, and in some instances dangerous to the lives of the occupants. This condition does not apply to all, but perhaps to more than half. I believe, however, there is a tendency generally toward improvement in the structure and equipment of the school houses of the county. Some new ones are being built each year, and the old ones are frequently overhauled and patched up.

TEXT-BOOKS.—The white children are fairly well provided with the necessary books. The colored are not, many of them being entirely without, and dependent upon their more fortunate schoolmates.

POPULAR SENTIMENT TOWARD PUBLIC SCHOOLS.—Generally commendatory. There is a growing feeling of opposition to the present system of taxation, by which the white man contributes the money, which is shared in, practically equally, by the negro, for maintaining the public schools. This sentiment is not universal, but gathers greater force and wider scope every year.

TIPPAH.

CHAS. M. THURMOND, SUP'T.

PROGRESS OF TEACHERS.—The teachers of this county are on the upward grade. The majority of them seem to have imbibed a spirit of love for the work, and a determination to succeed.

TEACHERS' LIBRARY.—As yet no teachers' library has been purchased. We have on hand $30, which is to be devoted to that purpose, but have thought best to not purchase just yet.

TEACHERS' LYCEUM.—In 1894, after the County Institute was held, a lyceum was organized, and several meetings were held, and interest was taken, but it seems that interest is not as great as it was.

COUNTY INSTITUTE.—I have not changed my idea about institutes. I believe that they are good things, but it is very hard to get the teachers to attend. I believe that attending the County Institute should be a condition precedent to obtaining license, and the law should be so changed. If properly held and conducted there is no question but great good may be gotten out of these institutes.

SECONDARY EDUCATION.—In this county we have Blue Mountain Female College, an institution devoted to the higher education of women, and the work that has been done and is being done is almost marvelous. Students from every portion of the State and from several States here receive their education, both moral, physical and intellectual.

Ripley Male and Female College, located at Ripley, is doing an excellent work for the youth of the country.

There are several schools in the county that extend the term to nine or ten months, as Chalybeate Springs Institute, "Gray Mountain" and "Bluff."

SCHOOL DISTRICTS.—The law now in regard to this subject is pretty well arranged. If some means could be arranged so that children of one district could be restricted to their own, it would be an improvement. This question of districts is a very large one, and one that gives the county superintendent a very great deal of trouble.

I do not know what would be best to suggest, but I am firmly convinced that unless in very exceptional cases the district lines ought not to be crossed.

SCHOOL HOUSES.—In the main, the school houses are not what they should be; the patrons do not seem to take the interest in this particular that they should. The houses are not warm as they ought to be, though there has been improvement, yet there is still room for more, and I think as soon as the patrons become convinced that the districts will not be changed every year, that the houses will be put in better condition.

TEXT BOOKS.—Very little change was made in the list of text books for this county. The children are not as well supplied as they should be, but now, on account of the increased value of the crops, I believe they will be.

POPULAR SENTIMENT TOWARDS THE PUBLIC SCHOOLS.—Occasionally, I hear a man say he is opposed to public schools, but nearly all the time the cause may be traced to his defeat in regard to something he wanted.

UNION.

G. L. JONES, SUP'T.

PROGRESS OF TEACHERS.—Our teachers have made some progress. However, their advancement is not what it ought to have been, or might have been, had they properly appplied themselves. Too much thought has been given to make a first-grade certificate, and not enough given in trying to acquire wider and broader information.

TEACHER'S LIBRARY.—The teacher's library is small, containing about twenty volumes. Our teachers have done more reading during the past year than in any preceding year, and those who have made free use of the library, have been benefitted. The library will be increased again this fall.

TEACHER'S LYCEUM.—The teacher's Lyceum met once a month during the winter term, while the public schools were in session. A program was arranged for each meeting, and subjects for discussion were assigned to the different teachers.

This work, if properly continued, will become a great factor in causing our teachers to make rapid advancement in their work.

COUNTY INSTITUTES.—The county institutes were poorly attended. The best teachers usually attend, and the poorest stay away.

The law ought to impose some punishment on the teacher who fails to attend the Institute without a reasonable excuse. The teacher who has no desire to improve his condition as a teacher, ought to be forced by law to do so.

SECONDARY EDUCATION.—We have one separate school district, which has an enrollment of about 240 white pupils. There are two normal colleges and four high schools in the county.

On account of financial hard times, the patronage of these schools has not been so good as in past years.

These schools are adding better teachers to our list every year.

SCHOOL DISTRICTS—Our county is well districted with a few exceptions. We lack about five schools, having a sufficient number to give all the children of the county free school facilities.

While the district system is a good one, it is a very difficult matter to properly district a county badly divided by streams.

SCHOOL HOUSES.—There have been two new school houses built in the past two years. Most of the houses belonging to the county are in bad condition. Those belonging to individuals are generally kept in good repair, and are well supplied with desks and blackboards.

TEXT-BOOKS.—Most white children are supplied with books. You often find five or six negro children of one family trying to study from two or three books.

POPULAR SENTIMENT TOWARD PUBLIC SCHOOLS.—This sentiment, I think, is favorably growing. The public school system is the only one that will reach the masses, and especially bless the poor. It is the best schooling that can be given a people for the amount of money expended.

WARREN.—(1894.)

H. T. MOORE, SUP'T.

SCHOOL FUND.—While the fund for school purposes under the new law is in excess of that under the old system, we have not been able to keep our schools open over five months, which is to be regretted, as the short time has many objections that it is unnecessary to name, as they are known not only to school patrons in this county, but it is safe to say, to those of nearly every county in the State. We have the three mill tax, that will not enable the schools to continue longer than stated, and the people are unquestionably opposed to an increase by any method or system whatever, that will call upon them for an additional outlay of money; while it is certain that expenditure for educational purposes will be returned with interest, and should be so considered by all. An increase of the school fund will be looked upon as a direct or indirect tax, and very few are willing to give it even a passing consideration. What the future has in store for us it is hard to determine yet. *Tempus omnia revelat* is very near the truth, and those who would like eight or nine months, must exercise patience, coupled with perseverance in their efforts to reach a consummation so much desired. As indicated by my tabulated report, this county owes to the "Section Fund," about $5,000, which will lessen our amount for general school purposes, though the entire sum will not be paid at once, but in annual installments, part having been already paid.

TEACHERS.—The teachers of this county are certainly advancing in all that is calculated to place our schools in a still higher position, so far as text-books are concerned, yet very few subscribe for or read educational journals, which is certainly detrimental to the best interests of all concerned, as attention to such publications will surely cause more expanded ideas of educational methods, and make known the views of others, which cannot fail to improve the reader, as it partakes of the nature of a "multitude of counsel," which is believed to result in wisdom.

COUNTY INSTITUTES.—The last county teachers' institutes, conducted by Profs. Deupree and Huggins, who were the "right men in the right places," were well attended, and great interest was shown in them by our teachers, which was manifested by the large number in attendance. The reports of the conductors to the superintendent, show a marked desire on the part of teachers, not only to add to their stock of general knowledge, but to learn more concerning the most improved methods of imparting information to pupils, wherein lays one of the most valuable features of the institute work; *i. e.*, to "to teach how to learn." The fine attendance at our last institute for teachers was no doubt made known to you by the conductors and will agree with the report made to the superintendent of Warren. Prof. Deupree, in his report to this office, wrote as follows, which is not only comprehensive, but very complimentary to, and deserved by the white teachers:

"Teachers present on Monday gave in writing by request of conductor, definitions of instruction, training, teaching and education. In the main, the terms were well discriminated, thus showing the conductor that he would have a superior corps of teachers to deal with. In consequence, the work has been put on a higher plane than usual. Interesting and profitable talks were had from many teachers."

A lyceum was organized which can not fail to be productive of great benefit, which is presided over by Mrs. Barnett, who, by education and experience, has no superior in this, or any other section of our country, and is at this time in charge of the graduating room of the Young Ladies' High School, of this city.

Concerning the institute for colored teachers, conducted by Prof. Huggins, he makes the following statement: "All seemed to catch inspiration, and enthusiastic interest increased with each day." Regarding various portions of the work, he says: "Very able assistance was rendered by leading teachers," and of Superintendent B. F. Shannon he has the following: "On Thursday, Superintendent B. F. Shannon, of the city schools (col.), delivered a lecture on Physiology, following closely the syllabus outline. It has never been my privilege to listen to an abler teaching lecture on the subject. We are also indebted to him for excellent daily work on physical culture." The colored teachers also organized a lyceum, which will doubtless receive the attention it deserves.

SUMMER NORMALS.—It is to be regretted that very few of the teachers of this county attended the normals, and it is a remarkable fact that much the larger number of those in attendance were of the colored race. It is difficult to give a satisfactory reason for this, and the question is a pertinent one, viz: do much the larger number of teachers follow the vocation without partiality for the pursuit, and only for the money there is in it? If an affirmative answer is given, and can be sustained, it is truly unfortunate, as the best teachers are those who have a fondness for the work, and are zealous in all things pertaining to it.

SCHOOL HOUSES.—By reference to my tabulated report you will see that this county is still deficient in school houses belonging to the county, most of them being private property, and, strange to say, they are generally in a condition that the wants, requirements and intelligence of the school patrons will not justify. It has been suggested to the colored portion of our community that they assemble and determine to erect comfortable houses of logs for school purposes where needed, which can be done with comparatively little cost to each individual. Such school houses were sufficient for some of the greatest men this country has produced, and will certainly meet the requirements of the American citizen of African descent, or any other race.

It is proper to say that the Board of Supervisors has always been liberal in all matters pertaining to the cause of education, and can in no degree be responsible for the condition of many of our school houses. "Where there's a will there's a way," and a realization of this fact will, if acted upon, at least give the county comfortable school houses in sections where, at the present time, they are hardly fit for use. Patrons of schools still continue to furnish what is necessary for school houses, and the primitive bench is still in use.

SCHOOL TRUSTEES.—While it is best that the school trustees should be able to read and write, the "Act approved February 10, 1894," on this subject will hardly work as advantageously as was probably believed would be the case, and for this county it can be said the law has caused some of the best trustees to be retired, and it will be difficult to substitute those who possess the legal qualifications.

There is a deficiency of colored teachers in this county, and it is hoped you may be able to make known a way out of the difficulty. The shortage is owing to a sufficient number having failed to pass at the examinations of September and October.

WAYNE.

WM. E. LLOYD, SUP'T.

PROGRESS OF TEACHERS.—With a few exceptions, the progress of teachers is creditable. As regards ability to pass examinations there are very few exceptions indeed, as the progress made in that direction is admitted on all sides without question. Four years ago there were eleven first-grade teachers in the county; there are now twenty-six, with a probable increase of six or eight at the forthcoming October examination. This does not include those who have quit teaching. Many have achieved the distinction of "first-grades" by means of the public schools alone, combined with their individual efforts at home—and without the advantages derived from high school or college training. But too often, on the attainment of their object, their efforts have ceased. A first-grade license being the goal of their ambition, too many—like the traveler who reaches an inviting shade after a toilsome journey, his struggles over—are content to sit down without further efforts. Having passed the transition stage for salaries and added a cubit to their statures in public estimation as teachers, what inducement for continued effort? Why prolong the struggle? Knowing the text-books, they are willing to rest their case on these, and are, therefore, disinclined for further researches. This disinclination to read or study may, in part, be attributed to a lack of advantages—supplied in most durable and convenient form by the teachers' library. Without underrating the value of this important auxiliary, no systematic steps have been undertaken by teachers or school officers to assure its establishment. Starting with reports and pamphlets, kindly sent by Commissioner Harris' department, as a *nucleus*, appeals have been made for donations of books or funds with which to continue to add to the little pile thus begun, but appeals availed nothing except excuses, and so our library scheme, precisely as did the teachers' lyceum plan, so elaborately set forth by Conductor Taylor, evaporated in talk. If talk would build libraries and fine speeches establish lyceums, ours would quite outrival the best in the State. Inasmuch as they do neither, our library amounts to a very small affair and our lyceum a total failure. Cause the same in both cases, want of money.

COUNTY INSTITUTES.—On the other hand the county institute has steadily grown in both public and professional favor. While the attendance has gradually improved from year to year, yet the success of the institute is shown not so much by that circumstance as by the intelligent interest manifested by teachers, together with the substantial results obtained, such as giving to teachers a better understanding of school room work, how to organize, classify and manage pupils, and in short, how to make a good teacher of one's self. By consulting Conductor Foster's report it will be seen that thirty-five names were enrolled during first week's institute for the white. Says Mr. Foster: "It is the best institute I have had." * * * "They (meaning teachers) are above the average" and "nowhere else in the State have I met a more intelligent and appreciative body of teachers." In point of numbers and enthusiasm the following week's institute for the colored race was fully up to the mark and no whit behind its predecessor for the white teachers. Members of both institutes claim that the institutes of this year, being the most practical, were therefore the best we've had. Be that as it may, the teachers, who are the beneficiaries, give them the praise. As an educater the county institute has done much good for Wayne. It is to be hoped that future State Superintendents will not overlook this important educational factor. For the two weeks' institute the expenses were: Salary paid conductor, $35 per week—$70; incidentals, porter's wages etc., $3.25; total, $73.25.

SECONDARY EDUCATION.—Wayne is not doing her best, hence the progress made along that line since last report is not encouraging. We have two very good schools of this class, but neither is being supported as it deserves. Eucutta High School, under the principalship of Prof. J. M. McNeill, had last year an enrollment of 64 pupils, employing two to three assistants. The Waynesboro Collegiate Institute, Mr. E. J. Compere, principal, Miss Anna Holden, first assistant, and two young lady first grade teachers for second and third assistants, enrolled last year 156 pupils, and up to the present time has 90, with promise of 200 pupils by January 1st, 1896. Nevertheless, like Eucutta, Waynesboro Collegiate Institute is barely holding its own. Having one of the best constructed and equipped school buildings in the country, with a capable teacher at the head, the success of this school ought to be assured beyond conjecture. Centrally and healthfully located, it should be a rallying point for boys and girls desirous of securing, economically, a substantial English education.

PUBLIC SCHOOL DISTRICTS.—This county is now divided into 86 public school districts, of which 61 are for white and 25 for the colored race. This gives a total somewhat in excess of one-tenth of the number of square miles and too large for our white educable population. To the district it gives an average of about 40 white and 90 colored pupils. The district plan works well and gives satisfaction. But it presupposes an intelligent and law-abiding school board to carry out absolutely the provisions of the law. The districts are fairly and legally laid off and all provided with substantial and comfortable school houses.

SCHOOL HOUSES.—The superiority of the plan must commend itself at a glance. But the progress of education will be halting until these ends are accomplished. The artisan cannot turn off a finished job with an imperfect tool; no more can the teacher or pupil do good work where the environments retard rather than stimulate intellectual activity. A large per centum of our school houses are instruments for the suppression of genius. Taken with their seating arrangements, instruments of torture would be the better phrase and come nearer expressing the truth. There are many others which are "just only tolerable" and still others which are decently comfortable; but even the new framed houses are faulty in construction and illy adapted for school houses. In respect to houses the negro children are frequently better provided than most of the white. The colored people teach in their churches which, for the most part, are large, airy and well supplied with comfortable seats. The greatest objection is found in the rude, high, backless benches so common in remote rural districts. Some school houses have no other kind. Parents don't seem to realize how detrimental these are to the health and comfort of their children.

TEXT BOOKS.—The adopted books are now in use uniformly throughout the county. When prejudice subsided objections ceased, and now patrons are generally reconciled to the system.

PUBLIC SENTIMENT TOWARDS THE SCHOOLS.—The people have now a high appreciation for public schools and the great end for which they are created—public education. Though they do not patronize them as well as they might, the people nevertheless cherish a tender respect for their schools—believe in them, so to speak.

Unfriendly disparagement though occasionally heard, is neither common nor popular. Now, while this is the case, it must be conceded that some of our schools have been failures, and comparatively few have accomplished in full measure, the expectation of friends. There are conditions which bring about these results, as naturally and inevitably as the laws of nature. In some quarters, not a hundred moons ago, the system was looked upon with mistrust, as a kind of innovation, the school itself, regarded as an experiment of doubtful expediency; the school marm as "a plum sight," not exactly as an ox in a china shop, but as a prospective house-keeper flung out of her natural sphere, and wofully out of place as the presiding genius of the schoolroom. New ideas supplant old ones, but the process is of slow growth. Germs of the old Salem superstition were not eradicated in a day. The day is not far distant when our teachers will be students, readers, thinkers, and our public schools will be the State's pride and joy. Rapid strides in that direction have been made during the last few years.

SIXTEENTH SECTIONS. — The funds derived from this source, coming in spasmodic, small and uncertain *visits* and departing in driblets, have done but little for public education. We have a permanent fund of nearly $5,000, but the interest has not been paid with promptness. Until October last, loaned at 10 per cent., the sixteenth section fund would have been of material assistance, if used judiciously, to extend the regular term, in those townships to which this fund belongs. The few township extensions we have had during the past 18 months, afforded the children of those schools the advantage of 5 to seven months continuous schooling. Patrons, beneficiaries of the funds, are looking after their township money with greater vigilance than formerly. Our supervisors claimed the right to supervise matters pertaining to 16th section funds, etc., till about a year and a half ago. Having got things muddled they transferred the responsibility to the county superintendent. D. M. Taylor, county attorney, was employed by the board of supervisors to investigate titles, make abstracts, etc. This duty was performed only in part. The abstract book was started but never completed, so there are several fractions ½'s, ¼'s, etc., of sections, the titles to which are very cloudy.

Not a few leases to these lands, it is claimed, were burned in the court-house conflagration. There are ten or more 16th sections on the east side of the M. & O. R. R., leased before the civil war at 10 and 12 cents per acre. The proceeds have been lost or mingled with other funds, so as to be of no benefit to the public schools. Much of these lands would sell readily at from $2 to $4 per acre now. Several of the most valuable school sections in the county were leased a few years ago to western capitalists for less than half their value. These lands would now bring an annual rent of $1.50 per acre for turpentine purposes.

In conclusion, it can be said, that our schools are annually increasing in numbers and efficiency; our teachers are continually improving in skill and ability to manage and teach; our patrons are gradually awakening to the importance of the public school as an educational factor; and, in short, there is progress all along the line. The administration, both State and county, has reason to feel gratified with the conditions in Wayne.

WILKINSON.

JAMES M. FLY, SUP'T.

PROGRESS OF TEACHERS.—I take pleasure in reporting to you the progress our teachers have made within the last two years. Many of them have attended the State Normal and the county institutes and have been aroused and stimulated to renewed efforts in the field of learning.

TEACHERS' LIBRARY.—We have as yet no library for use of teachers. Individual efforts have been made to obtain valuable books for individual use. I am satisfied that a library would be appreciated by many of our teachers.

TEACHERS' LYCEUM.—We have no lyceum or other organization among the white teachers. The negroes have an association of teachers in which they take great interest.

COUNTY INSTITUTES—During the past summer our white teachers mustered in strong force and by close attention and incessant study the interest was kept up throughout the entire week. We may safely say the institute was of great and lasting benefit. The negroes failed to attend in large numbers, still those present manifested more than usual interest.

SECONDARY EDUCATION.—Most of our teachers have acquired a good English education at home and by taking school journals, etc. They are fitting themselves to teach.

SCHOOL DISTRICTS.—The school districts are so arranged as to embrace the entire county for both races; however, in the western portion of the county there are so very few white people, that no effort is made to keep up public schools.

SCHOOL-HOUSES.—Our school-houses are almost, without exception, poorly provided with appliances for teaching. Woodville, a separate school, has an excellent house, well furnished. An effort is now being made to remedy this evil. The negroes teach principally in large open churches with nothing but benches; consequently they must have schools in the summer.

TEXT-BOOKS.—As a rule, the children are well supplied with needed books. A few changes just made by the text-book committee, will cause some complaints, nothing serious, I hope.

POPULAR SENTIMENT.—Our people have become strongly in favor of the public school system, and would advocate a a small tax to extend the term, but for the fact that three-fourths of the pupils are negroes. Some of our people think each race should educate its own children. Others think the term should be extended with the funds now furnished, by paying smaller monthly wages to teachers, thus prolonging the term at the expense of the teachers or by employing the cheapest teachers.

SIXTEENTH SECTIONS.—The board of supervisors attended to the matter of titles to the sixteenth sections, and placed everything in proper shape.

The only College in Wilkinson county, is the Edward McGehee College for girls, situated in Woodville. Last year, it was presided over by Prof. Monroe, who enrolled only about sixty pupils, but he gave such general satisfaction that during the first month, this fall he has nearly eighty.

The graded school in Woodville, continues about eight or nine months, with about eighty pupils.

The graded school at Centreville, is now in its third year, and is doing excellent work under the direction of H. P. Hughes. It is a pity the school-house is so poorly provided with desks, etc. Pupils enrolled last year near ninety.

WINSTON.

L. H. HOPKINS, SUP'T.

PROGRESS OF TEACHERS.—Teachers have manifested considerable zeal and interest in better fitting themselves for their work. Many of them spend their vacations in attending summer review schools, institutes, Peabody Normals, etc. During the past year or two teachers have made considerable progress in knowledge of text-books. This is evidenced by better examination work, better class work, and by frequent discussion of the subject in our teachers' meetings.

Teachers' Library.—No library yet, but most of them have supplied themselves with books and works on teaching, thereby each teacher is building for himself a library.

Teachers' Lyceum.—No teachers' lyceum.

County Institute.—Teachers have taken great interest in the institute work. The executive ability and general qualification of teachers are shown in the institute.

Secondary Education.—There are now, and have been for several years, three high schools in my county, conducted by wide-awake teachers, and the result of which is begining to show in instances.

School Districts.—The entire territory of the county has been districted. The number of districts are many, on account of streams and obstructions.

School Houses.—Some repairing, and several new ones have been built. But there is considerable improvement that could be made in that line yet.

Popular Sentiment Toward Public Schools.—People are almost a unit on the question of public schools. They would not be without it, and advocate longer terms.

Sixteenth Sections.—The most of the sixteenth section money is lost to this county by the insolvency of sureties on notes when it was taken out. But under the law of 1892–'94, it is well secured by real estate, what little we have, and it is aiding wonderfully those who are getting the benefit of it.

YAZOO.

W. R. M'CUTCHEN, SUP'T.

FINANCIAL AND STATISTICAL.

TEACHERS EMPLOYED AND SALARIES PAID.

1893-4—Yazoo City.

Race.	Tech's	Total Salaries	Av. Monthly Salaries.	No. Months of Term.
White	8	$ 3075	$ 48 05	9 months.
Colored	6	1860	42 27	9 months.
Total	14	$ 4955	$ 46 36	

COUNTY OUTSIDE OF CITY.

RACE.	No.	Total Salaries	Av. Monthly Salaries.	No. Months of Term.
White	68	$ 13,625 50	$ 40 43	5 months.
Colored	82	11,515 90	28 47	5 months.
Total	150	$ 25,141 40	$ 33 37	
Grand total both	164	30,096 40	35 37	

TEACHERS EMPLOYED AND SALARIES PAID.

1894–5—YAZOO CITY.

RACE.	No.	Total Salaries	Av. Monthly Salaries.	No. Months ot Term.
White	8	$ 3351	$ 47 20	9 months.
Colored	7	1970	33 97	9 months.
Total	15	$ 5321	$ 41 25	

COUNTY OUTSIDE OF CITY.

RACE.	No.	Total Salaries	Av. Monthly Salaries.	No. Months of Term.
White	70	$ 13,235 45	$ 39 04	5 months.
Colored	89	11,602 95	26 89	5 months.
Total	159	$ 24,838 40	$ 32 23	
Grand total both	174	30,159 40	33 55	

The State distribution has been constant, or nearly so, since the present law has been in operation. Prior to 1894, *i. e.*, for 1892–'93, and 1893–'94, it was $26,154.98; and for 1894–'95, $26,193.92—each including the polls. The increase in the number of educable children as enumerated by the assessor in 1894, was offset by a proportionate decrease of the per capita, as the following statement shows:

ASSESSOR'S ENUMERATION.	No. Children	Per Capita.	Amount.
1892	14,639	$ 1.78⅔	$ 26,154 98
1894	15,363	1.70½	* 26,193 92

* Increase of 1894 over 1892 is $38.94.

The following statement of the poll tax, is both interesting and instructive:

YEAR.	Poll Tax As'd	Collected.	Delinquent.
1893	$ 14,018	$ 4812	$ 9206
1894	14,564	4535	10,029

PROGRESS OF TEACHERS—The teachers have made considerable progress in knowledge of subjects and methods in the last two years, evidenced by the advance made by the pupils in a majorityof the schools, and the increased satisfaction of patrons generally. The teachers, not satisfied with past attainments, manifest an earnest desire to make further and more decided progress.

TEACHER'S LIBRARY.—One hundred volumes; it is not yet adequate to meet the demands fully, but it is already sufficient to accomplish great good. The teachers are reading the books pretty extensively.

COUNTY INSTITUTES.—Last summer's institutes were well attended by the teachers, and made visible impressions for good. The number of teachers in attendance was: white teachers 30; colored 75; total 108; and the amount expended: conductors $90; incidental $9; total $99.

The conductors did thorough and efficient work, and the teachers of both institutes took an active interest in all the discussions—more than in any previous institute. The people, however, took little or no interest, as was shown by the fact that none attended.

SECONDARY EDUCATION.—Besides Yazoo City, the only separate district, there are six schools in which some of the higher grade studies are pursued; but only one, Phœnix, has adopted and put in operation a regular system of grading. These are all white schools.

Some of the colored schools are doing excellent work in the lower grades—they having adopted and put in operation the graded system suggested in the institute syllabus of 1894, with some modifications. The Yazoo City schools, under the present *regime,* have entered upon what promises to be a term of unprecented prosperity. The 9th grade has been added to the course.

SCHOOL DISTRICTS.—In the county, outside of Yazoo City, there are 55 regular, 5 special and 2 line districts, total 62 white school districts; and 80 regular and 3 special, total 83 colored school districts, making a grand total of 145 districts. Upon this subject I quote from my last narrative report: "The districting of the schools at first met with, and is still meeting with some individual and local opposition. But the better thinking people, as a whole, see and recognize the necessity for it; and the county school board by firm and judicious action in the premises, successfully obviated almost all friction that might have resulted from a change so radical in its effects." The changes made since the original districting was done, have been very few and immaterial.

SCHOOL HOUSES.—Outside of Yazoo City there are 145 houses used for school purposes—59 owned by the county and 86 by individuals or churches. The white schools—with one exception—occupy houses built for the purpose, and are generally comfortable. But the colored schools are generally taught in churches and are, as a rule, very uncomfortable in winter. Only a few are equipped with school apparatus and comfortable seats.

TEXT-BOOKS.—The white children are generally well supplied with the adopted books, as very few and no very important changes were made in the curriculum adopted by the last text-book committee. But the colored children are very indifferently supplied, and their parents seem to think that books are not very necessary to the children's progress in school. The teachers are instructed not to receive them in school without the necessary books; but the teachers generally pay very little attention to such instruction, knowing that the county superintendent can not enforce it by visiting all the schools at the beginning of the term.

PUBLIC SENTIMENT.—On this subject I again quote from my last narrative report. "No doubt public sentiment, considered from a practical standpoint, is sound and healthy regarding the public schools, and no serious objections are being urged. All see and realize that they are an absolute and indispensable necessity. True, the more ignorant few are sometimes heard to speak against them, but their objections are so frivolous, ridiculous and unreasonable that they are not worth a moment's serious consideration." Generally those who are loudest in their objections to the public schools contribute least to support them—shirk paying their taxes by taking advantage of the lack of vigor in existing tax laws.

I close this report with the following suggestions:

1. In addition to the qualifications of trustees already required by law, no one should be eligible to the office of trustee who is not a permanent resident of the district, and who does not expect to reside in the district the ensuing twelve months after election or appointment.

2. The board of examiners should be given the authority of assigning the teachers to the schools, under proper and necessary restrictions and limitations, thus taking that matter out of the hands of the local trustees. Separate school districts and regularly established high schools should be excepted. This, doubtless, would prevent, to a great extent, the great amount of electioneering and "log-rolling" on the part of many teachers, especially colored teachers, with trustees and patrons, thereby producing divisions and annoying troubles in the schools, greatly impairing their usefulness.

COUNTY INSTITUTES, 1895.

The following extracts from the syllabus of 1895 are explanatory of the items treated in the reports of the conductors:

EXTRACT FROM SCHOOL LAW—TEACHERS' INSTITUTES.

4061. In every county having more than fifteen school districts for either race, there shall be held annually, for each race, a separate teachers' institute, to continue in session not less than five days.

4062. Teachers' institutes shall be under the direction of the Board of Education, which is authorized to name a list of experienced and competent institute conductors, from which the Board of Examiners in each county shall select a conductor.

4063. The Board of Education shall prepare outlines of the work, and prescribe regulations for the management of the institutes; and shall determine the amount to be paid for conductors and the incidental expenses thereof, and shall require full reports to be made by the County Superintendent of the work, attendance and expenses.

4064. To defray the costs of institutes the County Superintendent shall, before examining applicants to teach, collect a fee of fifty cents from each, and before issuing any license for more than one year, collect fifty cents additional for each year's duration of the license.

4065. The institute fund on hand, and all subsequent collections, shall be deposited with the County Treasurer, and a separate account thereof kept; and it shall be paid out only upon the requisition of the County Superintendent, approved by the two examiners.

4066. If the amount of the institute fund be insufficient to defray the cost of the institutes, the Board of Education may empower the County Superintendent to issue a pay certificate on the common school fund of the county to make up the deficit, but in no case shall the sum thus allowed exceed forty dollars for one scholastic year.

SYLLABUS.

INTRODUCTION.

Objects of the County Institutes and Advice to Institute Members.

The leading objects of County Institutes are: (a) "Revival and conversion"—"not to create a complacent sense of wisdom, but a disturbing consciousness of the want of knowledge.

(b) To outline and discuss the essential principles and doctrines of education, and best methods of teaching, and of school management.

(c) To promote acquaintance and unity of purpose and action among the teachers, school officers and people of the county.

(d) Instruction in subject matter—touching only salient points and typical difficulties.

The syllabus for 1895 is designed to meet these ends and thereby afford the children of Mississippi better means of education.

It is hoped that it will be to teachers and conductors a guide to the systematic study and presentation of the subjects outlined.

Last year 4000 of our 7577 teachers attended the Institutes, and 2023 the summer Normals. The number in each should be doubled this year.

CONDUCTORS' REPORT TO BOARD OF EDUCATION.

At the close of his last Institute the conductor shall forward to the State Superintendent, a report showing for each county:

(a) The general interest manifested by teachers, superintendent, and people; (b) the character of the Institute; (c) what was done (1) in urging the county levy to extend the term; (2) in organizing the teachers for voluntary professional study; (3) about grading country schools; (d) fitness of the syllabus; (e) teachers holding diplomas; (f) other matters worthy of mention.

DISTRICT I.

D. A. HILL, CONDUCTOR.

TISHOMINGO COUNTY—*White.* The interest manifested by the teachers who attended in this county, was very good;

but a large proportion of the county teachers were absent from the institute on account of the summer term of their schools being in session, and many of those who did attend were present for only a part of the week for the same reason.

The interest manifested by the superintendent was very commendable. He attended the institute as often as was practicable with him, and took a deep interest in the discussions, and showed himself to be a leader in the cause of education in the county. The people were but little interested in the cause.

The work of the institute was principally that outlined in the syllabus. The lines especially emphasized by the conductor were Educational Psychology, the True Function of School Government; and Principles and Laws of Education.

All of the teachers present were induced to take a part in the discussions, and some added very much to the interest of the meeting. Those who attended expressed themselves as realizing benefit from the work.

Nothing was done directly in urging the county levy. The importance of longer terms was emphasized. The teachers were not organized for professional study.

The necessity and practicability of grading the country schools were presented.

The syllabus furnished very appropriate work for the institute.

Only one or two of the regular members of this institute held diplomas.

ALCORN COUNTY—*Colored.* The attendance at this institute was small, and the interest on the part of most of those who did attend was not as deep as was desired. The principal hindrance to the attendance was the summer term of the schools. The superintendent had notified the teachers and had made the necessary preparations for the institute, but he did not attend himself. The patrons manifested some interest in the work by attending the meeting appointed especially for them.

The work outlined in the syllabus was used, with some omissions and modifications, and an additional amount of text-book work was added. The teachers who attended gave attention to the lectures of the conductor, and worked earnestly when called upon.

The syllabus was easily adapted to this work.

None of the teachers in this institute held diplomas.

UNION COUNTY—*White.* The attendance in this county was not half as large as it should have been, for the same reason as mentioned above, viz: The summer schools being in progress. The teachers who were present manifested a considerable degree of interest. The Superintendent attended the meetings of the institute, took an active part in the discussions, and showed himself thoroughly interested in the cause of education. The patrons manifested but little interest, though a few attended each day of the institute.

The syllabus furnished the principal part of the work, and, in addition, the same subjects were emphasized as indicated in the counties above. The teachers entered into the discussions actively, and by so doing gave life and interest to the meetings, and all expressed themselves as realizing great benefit from the work of the week.

Nothing was done in urging the county levy, except in a general way by emphasizing the importance of longer terms, organizing the teachers for voluntary professional study, and taking steps toward grading the county schools, nothing special was done.

The syllabus furnished very suitable work for the institute.

Two or three teachers in this county held diplomas.

PONTOTOC COUNTY—*Colored*. The attendance at this institute was very small, for two reasons; First, there are but few colored teachers in this county; and, second, most of these teach two schools a year, and hence were teaching. The interest shown by those who attended was all that could be asked. Superintendent Bigham takes the deepest interest in his teachers, in the schools and in all that will promote the cause of education in his county. The colored patrons manifested a reasonable degree of interest in the work.

The subjects outlined in the syllabus were used principally as the work of the week. Educational psychology, school management, and the principles and laws of teaching were made lines of special work. The members of the institute gave great aid and encouragement by entering heartily into the work. More questions were asked and more problems brought for solution than in most institutes, which things show that these teachers are studying and advancing.

The syllabus was easily adapted to the needs of this institute.

None of the teachers in this institute held diplomas.

TIPPAH COUNTY.—*White Institute.*—The interest in general, manifested by the teachers who attended this institute, was all that could be asked. The attendance, as in the counties above reported, was not what it should have been, there being forty enrolled where there have been sixty or seventy. The reasons are the same as in the other counties reported, viz: the teachers are engaged in school. The superintendent, C. M. Thurmond, attended, took part in the work, and showed himself to be a superintendent indeed, one that takes a deep interest in the educational affairs of the county. The people took but little interest in the work in this county.

The work presented to the institute was principally selected from the syllabus. It was presented by lectures on the part of the conductor, and by questions for answers, and topics for discussion on the part of the teachers. Most of the teachers took an active part and so made the work more profitable and interesting to all.

Nothing special was done towards urging the levy as the term is already six months in this county, and the teachers thought that the country people were not able to send longer than this. Nothing was accomplished towards a teachers' lyceum, or grading the country schools.

The syllabus was used very successfully in this Institute.

Three or four teachers in this institute held diplomas.

The superintendent and teachers agreed to make a special effort to prevent the division of the next term.

ITAWAMBA COUNTY—*White Institute.* The interest shown by the teachers of this county was very commendable. The attendance was very good compared with other counties in my work this year, although it was not quite as good as last year. The superintendent attended every day and took the interest a superintendent should take in the work. There was but very little interest manifested by the people of the county.

The work presented in this institute was, as in those reported above, principally selected from the syllabus. These subjects were presented by lectures on the part of the conductor, and by questions and topics to be answered and discussed by the teachers. Many of the teachers who were present entered freely into the work, discussing topics assigned, etc., and thus made the meetings especially interesting, and, it is hoped profitable to all.

Nothing special was done toward extending the school term farther than laying full stress upon the importance of it. No direct steps were taken toward organizing the teachers for professional study or grading the country schools.

The syllabus was well adapted to the needs of this institute.

Only one teacher in this institute held a diploma.

DISTRICT I.

JAMES M. BARROW, CONDUCTOR.

I beg to submit to you my report of the institute held in Alcorn county from August 12 to 16, inclusive:

The interest manifested by the teachers present was sufficient to secure their attendance for the five days, with few exceptions. The superintendent, Mr. Reynolds, was sufficiently interested when present to give good attention, but was present only one hour. A few of the citizens were in attendance nearly all the time.

The syllabus was followed in the main, and three or four of the teachers assisted in the work.

For good reasons nothing was done in urging a levy to extend the term. As to 2 and 3 under this head, the absence of the superintendent precluded the possibility of effective work along the lines.

It is, I think, the best syllabus we have yet had.

There were, perhaps, half dozen teachers present holding diplomas.

My experience and observation both convince me that the present system of institutes has fulfilled its mission. These institutes have done a great work in the state, but their usefulness is very nearly, if not quite at an end.

DISTRICT II.

E. W. HUNTER, CONDUCTOR.

LAFAYETTE COUNTY.—*Colored.* Interest on part of teachers fairly good; superintendent and people indifferent.

Text-book work in forenoon and work on syllabus in the afternoon.

(1) Nothing. (2) A teachers' lyceum was organized. (3) Nothing.

Had to be adopted to the needs of the negroes.

Not more than one or two if any held diplomas.

Some measure must be taken to secure better attendance.

MARSHALL COUNTY.—*Colored.* Interest on the part of the teachers good; superintendent fairly good; some visitors.

Text-book work in forenoon and syllabus in the afternoon.

(1) Nothing. (2) A lyceum was organized. (3) Nothing.

Very well suited to the needs of the teachers.

Quite a number; no record kept.

This was the best institute I held in point of interest and attendance. Excellent work was done; sixty teachers in attendance.

YALOBUSHA COUNTY.—*Colored.* But little interest manifested by anyone.

Text-book work in forenoon, syllabus in afternoon.

(1) Nothing. (2) Nothing (3) Nothing.

Had to be adopted to needs of teachers.

None.

Something certainly needs to be done in Yalobusha county to stir teachers up.

CALHOUN COUNTY.—*White.* Interest on part of teachers not very good; superintendent still less; some on part of people.

The syllabus was closely followed.

(1) Nothing. (2) Nothing. (3) Nothing.

I think the syllabus well suited to the needs of the teachers.

A few "Normalites."

The attendance is not so good as it would have been but for the fact that many of the schools were in session and lacked but a week or two of being out, and the patrons and teachers as well did not like to suspend a week before close of school.

BENTON COUNTY.—*Colored.* Interest good on part of teachers; that's all.

Text-book work in forenoon and syllabus in afternoon.

(1) Nothing. (2) Nothing. (3) Nothing.

Had to be adapted.

None.

The institutes are not doing the good they ought and should do. The main reason is poor attendance. The superintendents are largely responsible for this. In some instances they are not in sympathy with the work; in others careless and indifferent; in others incompetent. A law should be passed making attendance compulsory, or else provide for a reduction of salary. Something must be done. The superintendents of themselves cannot or will not do their duty.

DISTRICT II.

J. W. GARNER, CONDUCTOR.

MARSHALL COUNTY.—Matter well worked up by superintendent. Great interest and enthusiasm manifested. Sixty teachers enrolled. The people indifferent.

No time spent in discussing frivolous resolutions, impracticable theories, or far-fetched questions. As nearly as possible practical school room work was done. This was supplemented by lectures on school management, school organization, psychology applied to the art of teaching, and history of education. The teachers were live, progressive and enthusiastic, and I have reason to believe that the work done will bear fruit.

Nothing but a statement of its importance to the teachers, with an appeal for its agitation in their respective communities.

The Teachers' Lyceum was already in organization.

The matter was thoroughly discussed, and the conclusion reached that the grading of country schools was not impracticable.

The syllabus was an admirable one, with the exception of its too great size. I found it well nigh impossible to follow it, owing to the limited time which I had.

In most of the counties I found a spirit of indifference among the teachers. They were not disposed to suspend their schools to attend the Institute. I think this was, in most cases, due to the disposition of County Superintendents to withdraw those inducements from the teachers which the law allows.

YALOBUSHA COUNTY.—Very little interest manifested by superintendent and people. Thirty-three teachers enrolled.

The Institute was fairly successful. Some good accomplished, I think.

(*c*) 1. Same as in Marshall.

2. Same as in Marshall.

3. Same as in Marshall.

The teachers in this county are very indifferent. Only a few faithful ones.

CALHOUN COUNTY.—The Institute for colored teachers in this county was productive of good results. Some of the best colored teachers in the State are in this county. It was in some respects the best institute I held. I was struck with the progress which the colored teachers are making in the field of teaching. I found them reading school journals and works on pedagogy.

BENTON COUNTY.—Very little interest manifested by Superintendent, teachers, or people. The Superintendent had done nothing at all towards working up an attendance among the teachers. Teachers refused to suspend their schools to attend the Institute. Only ten teachers enrolled.

They being primary teachers, the syllabus was not closely followed, but the work was adapted as near as possible to their needs. Only three or four teachers were in real earnest.

PANOLA COUNTY.—Great interest manifested by everybody. Sixty teachers enrolled. Live Superintendent. Great enthusiasm prevailed. Much good done, I think.

I do not believe the State can profitably conduct an institute for ten teachers. The law must be changed, or the teachers must be required to attend. I attribute a large part of the indifference of the teachers to the failure of County Superintendents to do their duty.

DISTRICT III.

F. L. RILEY, CONDUCTOR.

TALLAHATCHIE COUNTY — *White.* General interest manifested by teachers, superintendent and people.

A large per cent. of the teachers attended the institute regularly. Generally speaking, they were prompt to respond to every request made by the conductor. Although they were not given to much speaking, they rendered substantial aid by their almost uniform close attention and their numerous pertinent questions, which placed their various difficulties before the conductor.

The superintendent seemed very much interested in the work of the institute, and rendered all the assistance in his power, though prevented from attending regularly on account of bad health.

I saw no evidence of interest on the part of the people.

Character of the institute:

This institute did not rank above the average in professional attainment. Many of the teachers were young and inexperienced. Very few of them were reading any professional literature at all. Much time was, therefore, devoted to methods of teaching and management, and to awaken a professional spirit among the teachers.

Results accomplished:

Nothing was deemed necessary to be done towards farther extension of the school term.

Four lyceums were organized for voluntary professional study in different parts of the county. Arrangements were also made for procuring a county teachers' library.

The advantages of the graded system were referred to from time to time, though no definite steps were taken to establish a uniform system for the county.

Fitness of the syllabus:

It contained so many valuable hints and suggestions, that it was found absolutely indispensable in all my institutes. It was found impracticable, however, to follow it closely as to time or subject. A thorough discussion of some of the subjects frequently led us to transgress the time limit as well as to omit many parts of the syllabus.

Teachers holding Diplomas:

Three of those present had received diplomas.

TUNICA COUNTY—*Colored.* General interest manifested by the teachers, Superintendent and people:

I feel justified, for many reasons, in declaring this one of the most successful institutes it has ever been my pleasure to conduct. This was a real educational experience meeting. Upon the whole, the teachers were intelligent and enthusiastic and many of them had fruitful experiences in the school room. Passing from many minor evidences which must characterize every successful institute, to a greater or less degree, I give only two, which testify in unmistakable terms to the interest manifested by the teachers composing this institute. Each member of the institute subscribed for an educational journal and gave a dollar toward the establishment of a county teachers' library.

The superintendent showed many evidences of interest and aided me greatly by his many valuable suggestions, and his uniformly hearty co-operation.

A few colored visitors were present from time to time.

Character of institute:

As to intelligence and enthusiasm, I would place this body of teachers above the average of their race. The instruction in this as in all the other institutes which I held, may be characterized as pre-eminently practical.

Results accomplished:

Nothing was done toward extending the school term in this county. A central lyceum was organized for the county and a fund was raised for purchasing a county teachers' library. Nothing was done toward grading the county schools.

Fitness of syllabus: (See above.)

Teachers holding Diplomas:

One teacher present held a diploma from a regular chartered institution.

TATE COUNTY—*Colored.* General interest manifested by teachers, superintendent and people:

The teachers did not, as a whole, manifest as much interest as the conductor desired. Many of them were sleepy and needed intelligence more than professional training. Some of them, however, are striving to improve. Seventeen out of the forty-six in attendance, subscribed for school journals, and twenty-two agreed to give a dollar each toward the establishment of a county teachers' library.

The Superintendent was present from time to time, and exhibited much interest in the work. The people manifested little interest.

Character of the Institute:

As has been above mentioned, many of the teachers were below an average in intelligence. They had read no professional literature and cared to read none. Others, however, ranked very highly in intelligence, zeal and practical experience. They enriched and enlivened their discussions by drawing very largely from their own fertile experiences, which in a few instances extend over many years.

Results Accomplished:

Nothing was done toward extending the term. A subscription was taken for a county library and a lyceum was organized, with a membership of twenty-two. Nothing was done toward grading the schools of the county.

Fitness of Syllabus: (See above.)

Teachers Holding Diplomas: None.

DESOTO COUNTY.—*White.* General Interest Manifested by Teachers, Superintendent and People:

The attendance was very irregular, though the interest was extraordinary. There were no sleepy or indifferent teachers present, and I feel that the success of the institute was very largely due to this fact. They were, as a general rule, slow of speech, but they were, without exception, a body of intelligent, sympathetic listeners. Few of them had "pet theories" to "air" before the public, but all were constantly on the alert to adopt and adapt the instruction given, to the needs of their individual schools.

The Superintendent was present from time to time, and exhibited much interest in the various discussions.

One of the most remarkable characteristics of this institute was the interest manifested by the people. The visitors increased from day to day until at times they outnumbered the teachers.

Character of the Institute:

The above-mentioned circumstance conduced to make this institute a genuine educational revival, which was highly beneficial to those present. The teachers were ready and willing to do intelligent work. Numerous questions were asked and copious notes taken.

Results Accomplished:
Nothing was done toward an extension of the school term. A lyceum was organized for professional study. All the teachers present on the last day subscribed for educational journals. The advantages of the graded system were mentioned from time to time, but no steps were taken to establish a uniform system for the county.

Fitness of Syllabus: (See above.)
Teachers Holding Diplomas:
There were three regular graduates in attendance.

DISTRICT III.

C. F. WEBB, CONDUCTOR.

TALLAHATCHIE COUNTY — *Colored.* The teachers were prompt and regular in attendance, and thus exhibited a commendable interest in the proceedings of the institute. They were attentive to all that was said and done, and the most of those who were capable of taking leading parts performed good work.

Superintendent McCorkle was in ill health, and hence could not be present at our sessions. He had made all necessary preparations, however, for the institute.

Very few visitors attended the meetings.

There were enrolled at this institute, twenty-seven teachers, nearly all of whom held third-grade licenses. The conductor found it necessary to devote a part of the time to instruction in text-book matter. All lectures by the conductor were of a plain, simple character, and had to do with the common problems of the country school and the need of higher scholarship and greater professional spirit among the teachers.

About one-third of the teachers took active part in the proceedings of the institute. From these came sound, sensible doctrine, that had its source in experience, and that therefore, had a healthful influence upon the rest.

The week was spent to the advantage of all concerned. The teachers evinced, at the end, a determination to advance all features of the public school interest throughout their county during the coming year.

It was not practicable to hold a meeting in the country, nor to bring together at the county-seat the patrons of the schools; and hence the matter of extending the school-term was not presented to the people.

On account of bad roads and high water, two features that operate against traveling in this county during the winter, the teachers and conductors decided that only one county lyceum could be successfully conducted. Accordingly there was organized a central lyceum, which is to have monthly meetings at Charleston, the county-site.

Conditions seemed unfavorable to grading the public schools in the county.

All purposes of the institute program were subserved by the syllabus.

Three members of the institute hold college diplomas.

COAHOMA COUNTY—*Colored.* Teachers appeared considerably interested in their work, giving proof of their attention and deep concern by addressing questions to the conductor, and by springing important subjects for discussion in the institute.

For three days, Supt. Lea was an interested and helpful member of the institute, and was absent during the remaining two days only through force of circumstances. He provided well for the comfort of teachers and conductor.

There were no visitors from amongst the colored people.

The personnel of the institute consisted of first-grade and second-grade teachers. Nearly all had attended the State Normal at Sardis. The average length of their experience was about five years. Of the nineteen in attendance, only a few were reading educational journals; but before the week was past, eleven subscribed to a prominent journal.

The conductor devoted only a little time to text-book work, and confined himself rather to method and doctrine.

The teachers, as a rule, were slow to speak, except when personally requested by the conductor, or when the latter propounded questions to them.

It was the universal testimony of the teachers that a great deal of profit would be realized through the instrumentality of this institute.

As the school children of Coahoma county are to enjoy a seven months term of free school next year, the conductor deemed it unnecessary to broach the matter of a further extension of the term.

Lyceums were provided for in four convenient centers in the county; leaders were appointed, a text-book chosen, and times and places of meeting decided upon. The question of grading the schools was not brought out.

No objection could be found against the syllabus. It suited its purpose entirely.

Two of the teachers are graduates of colleges.

TATE COUNTY.—*White.* Only a few teachers were present at the opening of the institute; but there were daily additions to the enrollment. In general, the teachers were punctual and regular in attendance from the time each was registered up to, and including the last day. There were a few, however, that were derelict in these particulars. The average attendance was exceedingly low. There seemed to be all conceivable grades of interest—ranging from supreme unconcern to the highest form of attention.

Supt. Raiford labored for the success of the institute, attending nearly every day and participating in the exercises.

The people of Senatobia took considerable notice of the institute, at whose sessions the presence of several visitors was remarked.

(b) Before the week passed by, forty teachers had registered. The great majority of these had enjoyed only short experience in their work; a few had attended the "State Normals," and a few were reading educational papers and professional works.

The teachers, though evidently giving more or less attention, were, nevertheless, slow to respond when called upon by the conductor. It was often difficult to secure co-operation in the form of discussion, and even in the form of answers to simple questions. The conductor was, therefore, obliged to carry the work forward without appreciable assistance.

The scholarship of the teachers is high, and the work was laid out and executed with reference thereto.

(c) The question of extending the term of public schools was not presented.

Four lyceums were arranged for, the time and place of meeting set, managers chosen, and text-books adopted.

(d) Both teachers and conductor regarded the syllabus as admirably adapted to its purpose.

DISTRICT IV.

JACKSON REEVES, CONDUCTOR.

SUNFLOWER COUNTY—*Colored.* The enrollment the first day was ten; this was increased during the week to nineteen—twelve males and seven females. The greater part of those present took considerable interest in the work, and I think were very much benefitted At the close of the institute they expressed themselves as having been benefitted, and as being well pleased with the work. I did not follow the syllabus closely, but tried to adapt the work to their needs—giving special attention to arithmetic and grammar.

LEFLORE COUNTY.—Here I conducted the white institute. The first day's enrollment was nine, which was increased during the week to twelve. This being the sickly time of the year for the swamps, quite a number of the teachers were out of the county. Also, the number of schools for the white people of this county is small—numbering about fifteen.

There was only one male teacher in attendance at this institute.

GRENADA COUNTY.—*Colored.* I began this institute with only three in attendance, though the total enrollment during the week amounted to thirteen. There seemed to be very little interest on the part of the teachers, therefore the institute was not so interesting and beneficial as I desired it should be.

CARROLL COUNTY.—Owing to the fact that this was my home county, I had done considerable work in the way of correspondence and visiting the teachers for the purpose of arousing an interest in the institute. But on account of sickness I was unable to conduct the institute.

DISTRICT IV.

C. E. SAUNDERS, CONDUCTOR.

SUNFLOWER COUNTY.—*White.* The number of teachers was only thirteen. Most of the work was in the form of lectures on the subjects as outlined in the "Official Syllabus." Those teachers present manifested some interest in the work and I think they received some benefit from the institute.

LEFLORE COUNTY.—*Colored.* We had a good institute with thirty-five teachers present, and they all seemed very much interested in the work. In this district I did not follow the "Syllabus" closely, but gave them work more practical, taking up one or two of the school branches and turning the institute into a school, I gave them some text-book instruction on these subjects.

I was very much gratified to find that a great many of these teachers were subscribers to educational journals, and that they were also doing some reading on the educational line. I was very much pleased with the work of the institute in this county and I believe that the work will result in much good.

GRENADA COUNTY.—*White.* I must say that I was very much disappointed in this institute, for I found a very small attendance, only thirteen teachers, and some of these were teachers who were just going to begin work this coming fall. The work followed here was very much on the same line as that of Sunflower county. Those teachers who attended seemed to take some interest in the work, but owing to the small number of teachers present and taking into consideration the number of white teachers in the county, I would say that the institute here was almost a failure. The cause for the non-atendance of teachers I was unable to find out.

CARROLL COUNTY.—*Colored.* Going from Grenada, the next institute was the one for colored teachers, held at Vaiden. I enrolled forty teachers. This was the best institute held in my district. The line of work followed was similar to that of Leflore county. The teachers here manifested a great deal of interest in the work and I must compliment them for their regularity and punctuality. I found these teachers well up and that they were making great strides towards self-improvement. I would like also to say in connection with this that we found a live county superintendent here; one who had done all in his power to make a success out of the institute, and his efforts did much towards making the institute a success.

The institutes as a whole were not as well attended as they were the previous year. I am loath to notice that this falling off was for the most part among the white teachers.

I found that the colored teachers are partaking of every advantage offered them and that their effort is resulting in great good as to their efficient work.

The Official Syllabus was very adaptable to the work and it was as a general thing very well suited to the needs of the teachers.

I think that if the State is to still continue the institute work, which I think has resulted in much good, there ought to be some law either making the attendance compulsory or paying the teachers for their time spent in the work. I much prefer the latter plan, and I believe if such could be done that it would result in much good to the children of our State.

DISTRICT V.

G. W. HUDDLESTON, CONDUCTOR.

MONTGOMERY COUNTY.—Judging from the small number in attendance, I think that the teachers of the county do not place much value upon the County Institute. The fifteen that were present, as a general thing, were prompt in attendance, and manifested a live interest in the institute. We followed the syllabus pretty closely, and the teachers expressed themselves as having been benefited by the week's work.

I found that the Superintendent and teachers all thought that any effort to get the Board of Supervisors to make an extra levy to extend the term would result in failure, and would, possibly, at this juncture, do more harm than good. The teachers of Montgomery county have an excellent library, and we reorganized the teachers' lyceum.

It was impracticable to do anything towards grading the country schools.

In my opinion, the syllabus is better suited to the wants of the County Institute this year than it has been for any of the previous years. It suited admirably as an outline of and a guide to the discussions of the subjects. It, perhaps, contains much that might have been profitably used before the institutes but for want of time.

There were five of the fifteen teachers present who held diplomas.

In my opinion attendance upon the institute should be made compulsory.

WEBSTER COUNTY.—*White.* Comparatively a small per cent. of the teachers of the county were present. Some were engaged in teaching, others were indifferent. The Superintendent was on hand most of the time, and took a reasonably lively interest in the work. The teachers present were not backward at all in taking part in the work of the institute. We made the discussions as practical as possible, and many of the teachers expressed themselves as having got ideas which they could profitably use in their school rooms.

The teachers agreed to continue to urge the necessity of a longer term until they got it.

The lyceum was organized, and pledges were made to keep it alive for the year. A few of the teachers of the country schools are endeavoring to grade as well as they can with a four months' term.

Ten of the 23 teachers present hold diplomas.

CLAY COUNTY.—*White.*—In Clay county there was a live interest manifested by the teachers, superintendent and people. The attendance was larger than last year, and the interest was live from beginning to end. We did not undertake to discuss all the subjects as outlined in the syllabus, but selected the most important, aim to secure that which could be utilized in the school room. It was particularly gratifying to the conductor that several of the teachers of the city graded school were present every day, and gave valuable aid and interest to the institute.

A petition was signed by the teachers and presented to the Board of Supervisors, then in session, asking the extra levy to lengthen the term.

County Lyceum reorganized.

LEE COUNTY.—*White.* Fifty-seven teachers, the Superintendent and a number of visitors were present at nearly every session of the institute. The most satisfactory institute I held was in Lee. The superintendent has his teachers well in hand, and every teacher works. The syllabus afforded much material for profitable work, and the teachers were eager to engage in the discussions. We were fortunate in having several conductors and several Peabody normal. students present. Lee had a six-months' term last year, and it was thought not advisable to urge just now an extra levy to extend the term. The teachers are well organized for professional study.

DISTRICT V.

A. A. NEWELL, CONDUCTOR.

MONTGOMERY COUNTY—*Colored.* The colored institute for Montgomery was held August 19. I had not a single teacher in attendance the first day, but by "drumming" some, enrolled ten by the last of the week. The County Superintendent seemed to think the small attendance due to the division of the school term. The teachers present seemed to take a good interest in their work, but the people did not seem very much interested—except the ministers of the Methodist and the Baptist Churches. Nearly all the teachers had read some work on pedagogy, and expressed a determination to continue their professional reading.

Nothing was done about an additional levy, for extending the term or the grading of the country schools.

Four teachers held diplomas or certificates from some normal school.

WEBSTER COUNTY—*Colored.* It was well attended the whole time, and the teachers worked splendidly. We had 95 per cent. of the teachers in the county.

The work was such as we thought would be suited to the needs of the teachers. We were well pleased with our institute at Walthall, and feel satisfied the schools will be improved thereby.

Most of the teachers had read some work on pedagogy.

Nothing was done concerning an additional levy or grading country schools. The attempts at grading had proven a failure, almost, on account of the irregularity of the pupils.

Three or four teachers held diplomas.

DESOTO COUNTY—*Colored.* The colored institute of DeSoto county was held at Hernando, Sept. 2. The Superintendent and teachers showed a great deal of interest in the institute. We held the teachers to such portions of the syllabus as seemed suited to their needs. The teachers were already organized for professional work, but had not accomplished much as an organization, but individually had done some very good study. Had about four teachers holding diplomas. The syllabus was well adapted to our needs.

LEE COUNTY—*Colored.* The colored institute of Lee county was held September 9. We had a very good attendance, and people, teachers and Superintendent showed quite an interest in the work. Superintendent Mitts had done fine work in arousing an interest in the institute, and we think that Lee county will be greatly benefited. Work of the institute was practical.

A good portion of the teachers had read some work on pedagogy. Syllabus well suited to the needs of the institute. Four teachers held diplomas.

DISTRICT VI.

D. W. JONES, CONDUCTOR.

KEMPER COUNTY—*White.* (a) Very little interest was manifested by either teachers or people, and the Superintendent seemed to be profoundly indifferent.

(b) Hence the character of the institute was necessarily very poor. The half dozen teachers who attended regularly took some interest in the work, but did not enter into the discussions with any enthusiasm.

(d) Beyond the depth of the ordinary teachers in many particulars—too much given to "principles," etc.

(f) I do not think the returns, in the way of benefit to the teachers, will justify the outlay of the State's money this year.

NOXUBEE COUNTY—*Colored.* The colored people were very much interested and many who were not teachers visited the institute. The superintendent took the greatest interest and pride in the work and did everything possible to further the work of the institute. The teachers were enthusiastic and earnest.

Hence the general character of the institute was very excellent and interest never flagged.

It was thought that the syllabus is a little too much given to the study of principles, etc., rather than to more practical subjects.

There were four graduates of Fisk University, and many who had finished the course under Mrs. Lucas in the city school.

I may say that the teachers (colored) of Noxubee are the most enlightened and enthusiastic I have ever seen, as a whole; and the superintendent one of the most efficient I have ever met.

LOWNDES COUNTY—*Colored.* Great interest was manifested by the whole town in the institute work. The teachers were always present on time and anxious to begin. Often visitors, especially the ministers, dropped in to see us. The superentendent and representatives of the school board came in occasionally.

On the whole, the institute was very good and I was greatly pleased with the prospective result.

Syllabus beyond the depth of the ordinary colored teacher. The work was *adapted* to their needs by changing syllabus often.

They were the most appreciative set I ever met with, and seemed anxious to learn.

MONROE COUNTY.—*Colored.* About 120 teachers were enrolled, and there was an average attendance of 100, showing very great interest on their part and on the part of the superintendent. They entered heartily into the discussions and seemed as a whole, to be greatly interested in the work. There were some visitors.

I think a great work was done here, and the State will be well repaid for her outlay.

I found the teachers better prepared for the instruction from having attended a county normal of their own organization.

DISTRICT VI.

J. W. JOHNSON, CONDUCTOR.

KEMPER COUNTY—*Colored.* The teachers were very attentive and anxious to learn both in matter and method; superintendent indifferent; people indifferent but attended the night meetings well.

The teachers seemed actuated by good motives, but disposed to complain because there was no increase in pay for their attendance in the past.

The attention of patrons was being constantly called to the necessity of extending the four months, by urging them to pay a month or so at close of term. This was frequently done, and the people seemed willing to have additional tax.

The lyceum was discussed and the fact revealed that but few were taking interest, but they gave cheerful promises to do better. Very fair progress seems to be made in the attempts to grade county schools.

The syllabus was heartily approved.

Twenty-four teachers were enrolled, of whom five were graduates.

I lectured in DeKalb two nights, before both the white and colored teachers and the public generally. All were very attentive and seemingly interested. I lectured, also, one night to a white audience in Scooba.

NOXUBEE COUNTY. — *White.* August 26 to 30. Teachers were attentive and the superintendent very enthusiastic. The people seemed interested in their school and school work, and took special interest in the two public meetings we held at night.

The character of the institute was high—both intellectually and morally.

Extension of the school term had been attempted often, but always in vain. The white people are not willing to pay any more tax while the negro reaps the benefit.

The lyceum has not been regularly attended by all, but is still doing good, work being done by many.

The county schools were being better graded all over the county, but they by no means claimed perfection in this work. The syllabus was considered a good book for study, but one week was too short to discuss all it had.

Thirty-four teachers were enrolled, of whom ten were graduates. A very intelligent and attentive audience were present at the two night sessions.

LOWNDES COUNTY — *White.* The high scholarship of many of the teachers was a marked feature of this institute. The people manifested interest also by dropping in on the sessions and the superintendent was evidently devoted to his duties. The work manifested the fact that the teachers were well qualified for their duties, and peace and harmony seemed to prevail everywhere.

They have succeeded in extending the term to six months, which seems to give very general satisfaction. This, however, did not require any additional tax, nor do I think the people would submit to more tax, and allow much of it to go to the negro.

The lyceum is doing a high grade of work under Prof. Barrow, and they possess a very excellent library for the purpose. Constant but slow progress is made in grading the schools.

The syllabus was satisfactory. Thirty-four teachers were enrolled, of whom five were graduates. We held one night session and had a very enthusiastic audience.

NESHOBA COUNTY.—*White.* Teachers were young and timid, but very punctual and attentive. Sickness in his family prevented the superintendent from attending, but he had thoroughly worked up the interest so that this institute was by far the largest and most enthusiastic that I have held. The people also manifested much interest.

The teachers were evidently anxious to learn all they could, both in matter and method.

Only four months are taught usually in the public schools, and the people are against any further taxation. The lyceum owns a fine set of books, the "International Educational Series"—38 volumes. The teachers, however, have not yet begun systematic work, but I received pledges to begin at once.

But little effort is made to grade the county schools.

Syllabus was approved.

Sixty-one teachers were enrolled, of whom four are graduates.

We held three night sessions and had a regular camp meeting intellectual revival.

DISTRICT VII.

G. F. BOYD, CONDUCTOR.

WINSTON COUNTY.—By election of the county board of examiners I held the county institute of Winston county August 5th to 9th. Much interest was manifested by the teachers who were present. Several schools were in session in the county and the patrons would not agree for the teachers to suspend work for the institute. The superintendent is alive to the interest of the work and gave every assistance possible. The people of the town showed much interest in the work by frequent visits.

The institute was characterized by hard and willing work on the part of all present, being about one-third of all the teachers of the county. The last day was the best and I believe that if the institute had continued one more week, every teacher would have been in attendance. A resolution asking the next Legislature to make the attendance compulsory was unanimously passed by the teachers present. An institute of longer term is much needed in that county.

It was thought best to do no work for an extra levy to extend the term, except that each teacher would use his influence for it in his own district.

Former plans for professional study had proven failures. Another organization was accomplished, in which each member purchased three books as a personal library, viz.: A History of Pedagogy, Elementary Psychology and Emile, to be studied together during the next year, following a program put in the county paper from month to month. We left the teachers in earnest about the work.

The syllabus was fully adequate to the work to be done, however we did not use it exclusively.

CHOCTAW COUNTY.—*Colored.* By appointment of the State board, I held the institute for colored teachers in this county August 12th to 16th. No interest could be deader anywhere than this there. Those teachers present wanted facts to carry to examination, and no other thought entertained them in the least.

The attendance was small and the work was that of text-books. I never worked harder and the result was only a faint show of interest towards the last. The county superintendent did his part well.

ATTALA COUNTY.—*White.* On the 19th of August, by appointment of your board, I met about forty teachers of this county, who came for a purpose and ready to work. It was a delightful week. The teachers were there at roll call and the house crowded with visitors to the last. The county superintendent gave the work his entire time and assistance. Fifty per cent. of the licensed teachers were enrolled, fifty-nine in all and fifty-seven were present Friday afternoon.

No teachers could be more interested, more eager to grow in their life work, or more willing to work in an institute. We had very little need of syllabus, however; when used it was well suited to the work to be done.

The special levy and gradation of schools were discussed, and while no definite steps were taken, there was that earnestness and unanimity of assent for the adoption of both that something must materialize from it. A personal library, consisting of three or four volumes each, of general and professional literature, were put into the hands of about thirty teachers, and I believe they will be used greatly to the benefit of the schools of the county.

It is pleasant to work in the institute with the teachers of Attala.

Organizations of teachers and schools is all that is lacking in this county. The teachers are willing to work, but they need organization and general preparation for systematic work.

LEAKE COUNTY.—On the 26th of August I met two colored teachers at the place of institute, and late in the morning organized them into a ———. The County Superintendent was present, and ready quite to do his part. No institute had been held there for two years, and the teachers thought none would be held again, but I went to hold one, and I did. Our roll increased each session, until we enrolled 50 per cent. of the teachers of the county. We closed with all teachers enrolled present, and a number of patrons and trustees. Some good was accomplished in the county.

OKTIBBEHA COUNTY.—I found in this county a superintendent alive to the interests of his county, and in sympathetic touch with his teachers. The mutual sympathy was beautiful, and the result was an institute second to none that I have ever seen of the kind. It was reputed to be one of the counties where the conductor had to talk away the day, but we broke the record the first day, and on the second day all went to work in great earnest. I have never seen teachers more willing to work, and more interested in the work. The enrollment was about 50 per cent. of the teachers, and some interest was manifested by the people. There was a demand for practical work. and we made it the most practical, and, possibly, the most successful, week of all our work.

Some of the teachers purchased personal libraries, on a small scale, and declared that they were going to work now for the next institute.

The extra levy and the gradation of schools were thought to be impractical now, yet there is no county that would, in my judgment, accomplish more than this one if they were well organized. I found a deficiency on the part of the teachers of each county in general and professional literature, but with it a general desire to work along this line. The teachers whom I met are ready for it, and a State organization for the work is now needed.

In my opinion the State Superintendent of Education should be required to outline such work, and appoint a suitable man in each county to take charge of same. This is the broadest avenue to general improvement that I perceived while among the teachers. There is a general sentiment where I went that compulsory attendance upon the institute work is necessary to accomplish the end for which they are held.

DISTRICT VII.

F. M. STREET, CONDUCTOR.

I held institutes as below:

Winston, colored, in attendance, 23; Choctaw, white, in attendance, 16; Attala, colored, in attendance, 30; Leake, white, in attendance, 22; Oktibbeha, colored, in attendance, 35.

A lively interest was manifested by the teachers who attended. The trouble was, comparatively few were in attendance. I think the fault to be with the superintendents in the main. They did not seem to become interested till the conductors were on the ground. In most cases they sent out the syllabus, but that was about all. A teacher in one of the counties above named said the superintendent told her it did not make any difference whether the teachers attended the institute or not. But he became very much aroused before the week was at an end.

At several places the people manifested great interest in the work by their presence and co-operation.

The work done by the teachers in attendance was good. They showed a desire for a high type of work, were interested in the discussion of psychological questions, educational principles, methods, and the theory and practice of teaching.

The county levy was brought to the attention of the teachers in the institute, and a special lecture prepared on the subject, and delivered at all the meetings held in the counties for the people generally.

The lyceum organized last year seems to have done little good; however, we re-organized some of them, and urged upon the teachers the necessity of procuring and reading professional works. Quite a number of orders were taken for works on the "History of Education," Psychology and Pedagogy, and talks were made urging teachers to read more along professional lines and fewer secular papers.

Attention was called to the "Suggested Course of Study for County Schools," in the syllabus, and the teachers urged to set about grading their schools. The advantages of having their schools graded were pointed out, the difficulties in the way discussed, and a general interest aroused on the subject.

The syllabus was all that could be desired, except that it covered too much ground for one week's work.

I found only three or four teachers who held diplomas.

The present plan of institute work is not a success in that it does not reach the great body of teachers. In both of my white institutes, resolutions were unanimously passed in favor of making attendance at the county institutes compulsory, with some modifications. If the present plan of institute work is continued, I suggest that the entire week be given to not more than two subjects, and that the syllabus be sent to the teachers by the 1st of June.

DISTRICT VIII.

WM. H. KER, CONDUCTOR.

HOLMES.—*White.* The attendance was small, the enrollment reaching only twenty-three (23), not all of them being teachers in the public school, and four or five being present only one-half day. However, there was much interest manifested by the few who were present, and I believe they would say that we had a successful and profitable institute. I must thank Prof. L. T. Dickey for the interest he showed in the institute and for the material aid he gave me. I have no doubt that the State Democratic Convention which was in session, had somewhat to do with the poor attendance.

YAZOO COUNTY.—*Colored.* My second institute, for colored teachers, was held at Yazoo City, Yazoo county, from August 12 to 16, inclusive.

The enrollment reached seventy-eight (78), and the interest manifested by the county superintendent, Mr. McCutchen, and by the attending teachers, was good and was very encouraging and stimulating to me.

MADISON COUNTY.—*Colored.* The interest manifested by the Madison county colored teachers as is usual with colored teachers, was very great, and the enrollment reached fifty-two (52), which, Mr. Jones assured me, was a large percentage of his teachers. Mr. Jones was very faithful in his attendance and in his efforts to promote the best interests of the institute.

HINDS COUNTY—*White.* The enrollment reached seventy-six, (76), a very small percentage of the white teachers of Hinds county, and of this number fully one-fifth were not even *prospective* teachers. The attendance, too, was very irregular, and it was evident that many enrolled their names merely for the purpose of being able to say that they attended the institute. A faithful few showed their appreciation of the work of the institute and manifested much interest in what was done. The court-house at Raymond is not at all a suitable place for holding an institute, and this was a great drawback to me. Mr. North, the county superintendent, was very kind and attentive.

COAHOMA COUNTY—*White.* The enrollment in the institute reached only ten (10), but these made up in faithfulness and interest for the absence—unavoidable in many cases—of the others. The smallness of the attendance was not surprising, as there are very few resident white teachers in the county. The interest manifested by this little band, led by Mr. T. H. Hubbard, of Friar's Point, was very inspiring, and I trust that the work done in this, the first white institute ever held in the county, will encourage the white teachers of the county to attend future institutes. Capt. Lea, the county superintendent, was, unfortunately, sick during the whole week, but, notwithstanding this, he was present several days and did all he could for the success of the institute.

In all the counties the instruction given was, for the most part, very simple and practical, and was principally confined to suggestions as to teaching in the primary and elementary grades. Considerable emphasis was given to the principles and history of education, and some work was done in physics in the way of illustrations by diagrams of the images formed by concave and convex mirrors and lenses. This instruction was modified to suit the needs of colored teachers.

(c) 1. In Holmes county, the board of supervisors was in session, and they visited the institute in a body, encouraging conductor, county superintendent, and teachers by thus manifesting an interest in the institute, and entering into a discussion of the practicability of extending the school term. They assured me that in another year, when the county would be free of debt, there would be a material extension of the term.

In Madison and Yazoo counties, for obvious reasons, not much was attempted under this head, but in Hinds and Coahoma I did all that could be done. The county superintendent seemed to think, however, that the outlook for extension was not at all favorable.

(2). Nothing was done about a lyceum, as previous efforts had come to naught on account of the seeming impossibility to perfect a satisfactory organization among *country* teachers so widely scattered, and with limited facilities of getting together. I think the only hope lies in stimulating individual study.

(3) Teachers were urged to grade their schools, and I gave numberless hints and suggestive illustrations of the advantage to all of a uniform system of graded country schools.

In Holmes county a committee of teachers was appointed by the county superintendent to formulate plans, etc., for grading the country schools.

(d) The syllabus of 1895 was the best, it seems to me, that has been used in our institutes, especially in this respect—that it did not attempt to cover so much ground and dealt chiefly with the fundamental principles and methods of teaching primary and elementary grades. I found such instruction to be quite a novelty to most of the institutes I held.

(e) I could gather no data as to number of teachers holding diplomas worth recording, since there is such a number of so-called "colleges" in the State which grant diplomas, that it would be of no service to record their graduates, and yet it would be invidious, if not unwise, to attempt to discriminate.

(f) I think the greatest hindrance to county institutes is, that the very teachers who should attend never come to them, and that those who do come have, for some reason, failed to prepare themselves for the work by studying the outlines of the syllabus. In some cases, I know, the syllabus has been given to teachers only on the day the institute opens. I think everything depends upon the county superintendent and if he fails to do the necessary preparatory work of sending a syllabus to each of his teachers and urging and constraining—by "moral" suasion, of course—his teachers to attend, the institute will surely be a failure as far as numbers are concerned. It is the easiest thing to discourage teachers from attending by telling them what a hardship it is for them to be required to attend institutes and that, after all, they don't need the instruction!

As soon as I knew where I was to hold institutes, I got a list of teachers from each county superintendent, and mailed each teacher a circular urging them to attend, and asking them to prepare themselves by merely studying the outlines in the syllabus. I did what I could to get my teachers to the institute.

DISTRICT VIII.

H. P. HUGHES, CONDUCTOR.

HOLMES COUNTY — *Colored.* The institute opened with twenty-five teachers. Considerable interest was aroused, and the attendance increased daily. Closed with forty-two present and forty-four on roll.

The teachers are intelligent and progressive, being prompt to respond to every call, giving earnest attention to all instruction and exhibiting a strong desire for self-improvement. The Superintendent, Mr. Swinney, was very active in securing attendance, and took a lively interest in the institute.

While following the general outline of the syllabus, special attention was given elementary instruction, dwelling particularly on primary reading and arithmetic.

By contrasting a short term with a long term I endeavored to create a desire for the latter, at the same time setting forth reasons why the negroes should gladly accept and fully appreciate what the State is doing for the education of their race.

I found the syllabus both comprehensive and practical.

In their desire for improvement, I find the negroes have a high appreciation of the institute.

HINDS COUNTY—*Colored.* Total number enrolled, seventy-six. Attendance good—prompt and regular. In their desire for self-improvement, these teachers evince a high appreciation of the institute work.

The advantages of previous instruction in institutes was clearly manifested.

The Superintendent, Mr. North, was untiring in his efforts to make the institute a success, being himself prompt and faithful in attendance and entering fully into the spirit of the work.

The advantages of professional study and concerted action among the teachers was fully considered.

Suggestions were offered as to classifying and systematizing schools.

YAYOO COUNTY— *White.* Total number enrolled, thirty. A lively interest was manifested by those in attendance. All appeared prompt, willing and appreciative, entering earnestly into intelligent and instructive discussions.

The Superintendent, Mr. McCutchen, was very earnest in the discharge of his duty, and did all in his power to contribute to the interest and success of the institute, being himself regular in attendance.

In behalf of a longer term I presented what had been done in other counties—particularly Claiborne—through an eight months term and regularly graded system. I earnestly endeavored to impress some of the many advantages which would accrue from a well conducted lyceum, and succeeded in arousing new interest in the organization of last year.

On Friday forenoon three hours were spent in discussing the graded county schools. A committee of five of the leading teachers was appointed to devise a course of study to be adopted throughout the county, each teacher obligating himself to conform thereto.

PEARL RIVER—*White.* Total number enrolled 13.

Owing to uncertainty as to time, and a lack of interest in former institutes, little enthusiasm was, at first manifested. After the first day interest increased and work by teachers was good.

The people are very enthusiastic on the subject of education.

A special levy gives a six months term, which will probably be extended. A teachers' lyceum was organized.

The grading of country schools was considered, and a committee of five was appointed to devise a uniform course of study, same to confer with superintendent of education and report to body of teachers assembled October 12, 1895.

Every effort will be made to systematize their schools.

MADISON COUNTY—*White.* Great interest was manifested by those in attendance—teachers being prompt and ready to discuss intelligently the subjects outlined in syllabus. Total number enrolled 29. The superintendent, Mr. Jones, was zealous in discharge of his duties, regular in attendance and entered fully into the spirit of the institute.

Following the general outline of the syllabus, the instruction was made to conform to the demand of the institute, special attention being given elementary instruction, primary reading and arithmetic being fully considered.

The syllabus of grammar, spelling and natural philosophy, were discussed with particular interest.

While the school term of Madison county is six months, an earnest effort was made to set forth the advantages that would accrue from a full eight-month' term, showing the eminent success and satisfaction attained in other counties by a special levy.

Recognizing the necessity for concerted action, an effort was made to infuse new life into the old organization of last year; as considerable enthusiasm was aroused, we hope that much good may result.

Four hours were given to the discussion of grading country schools, such being considered feasible; a committee of five teachers was appointed to devise a course of study, the same to be enforced by superintendent on his approval.

DISTRICT IX.

S. A. MORRISON, CONDUCTOR.

BOLIVAR COUNTY.—*White.* Institute opened with about twenty teachers present. The weather was intensely hot, and probably prevented some of the teachers from coming. The teachers seemed much interested in the work, and, in spite of hot weather, this institute gave me the best average of any. The time was devoted, principally, to methods of teaching and the science of education, though some text-book work was done. The superintendent was with us daily, and by his presence encouraged the teachers and the conductor. The three-mill levy was urged, but with what success could not be known at close of institute. The institute was a success, though the attendance never went beyond twenty.

CLAIBORNE COUNTY.—*White.* Only a few teachers in attendance the first day. The superintendent was sick at his home in the country. The second day of the institute brought more teachers, and the work done was far more successful than preceding day. A few visitors dropped in from time to time, though we had no citizens' meeting. Superintendent Regan arrived on the third day, and his presence aided the work materially. I found the teachers well posted upon the latest and best methods of teaching. The schools are maintained eight months, and are well graded. The teachers in attendance numbered about twenty (20). The smallness of the attendance is accounted for by the fact that many of the teachers were out of the county at time of institute.

WARREN COUNTY.—*Colored.* With about fifty present, which number rapidly increased to about eighty, the institute was a success from start to finish. The teachers were very enthusiastic and eager to learn. The time of institute was devoted principally to the text-book matter and method of teaching. The teachers organized for library work, and a permanent organization was effected for mutual aid in school work. Major Swett, superintendent pro tem, was with us daily.

ISSAQUENA COUNTY.—*Colored.* Opened with eight teachers present. This number was increased during the week to about twenty. Actual text-book work was done during the entire institute. The teachers, though few, did excellent work. The superintendent aided us with his presence frequently. Nothing was done as to the three-mill levy.

DISTRICT IX.

S. P. WALKER, CONDUCTOR.

CLAIBORNE COUNTY—*Colored.* There were forty-three teachers enrolled and the attendance was very good, as was also the interest. The teachers came in each morning several miles from the country.

As to work done, I undertook to give a practical school and drill on text-book matter, methods and school management.

As Claiborne county has an eight-months' term, nothing was said about lengthening it, but I advised the teachers to make themselves more worthy of their profession by any means that would increase their usefulness.

Superintendent Regan was unwell most of the time of the institute, but he was with us two days. He deserves to be commended for his admirable system of schools.

WARREN COUNTY—*White.* Enrolled, thirty-four, mostly city teachers. The teachers were faithful in attendance, and took an active part in the work. Methods and school management were the principal features of the work here.

Nothing was said about extending the term or grading country schools. I urged the teachers to voluntary professional study.

I must not fail to mention the valuable assistance rendered by Major Swett, who virtually manages the office of County Superintendent, owing to the disability of Mr. Moore. It is gratifying to note that in this city, where usually the interest is not so good, Mr. Morrison, my co-laborer, and I had our best institutes. The colored attendance was eighty-one.

SHARKEY COUNTY—*Colored.* Here I held the colored institute. The enrollment was twenty-three, but the interest was good throughout. As in Claiborne county, I turned the institute into a practical school.

I said nothing about extending the term, professional study or grading the country schools, but I urged the teachers to make themselves more fit for the calling they are engaged in.

I had the earnest co-operation of Mr. Joor, the Superintendent.

BOLIVAR COUNTY—*Colored.* I held the colored institute here and had an enrollment of forty-one, with very good interest. I made a practical school, as in the other two colored institutes held by me, and found this plan well suited to actual needs.

I had the co-operation of Mr. Scott, the Superintendent, who had distributed the syllabus and aroused an interest in the institute.

In submitting this report I must not fail to mention the valuable aid given me by Mr. Morrison, my associate. Wherever it was practicable we worked together—a plan which we found very helpful.

I regret that I could not hold at Greenville, but my school opened on September 16, and demanded my presence the week before.

I am glad to say that in all the institutes I found an interested body of teachers, with whom it was a pleasure to work.

DISTRICT X.

H. L. WHITFIELD, CONDUCTOR.

SIMPSON COUNTY—*Colored.* The colored institute of Simpson county opened with one in attendance, the largest attendance being on Friday, when the enrollment reached nine. The Superintendent of Education had not only given timely notice and sent out the syllabus, but had urged the teachers to be present.

Most of the negro teachers of this county come from other counties, and have no interest in the schools save to get what money they can. The salaries, also, are very small.

In the main, the syllabus was not followed, most of the time being given to the teaching of reading, grammar and arithmetic.

I would recommend that no institute for the negroes be held in this county next year.

RANKIN COUNTY.—*White.* The white institute of Rankin county opened on Monday, August 19, with a good attendance, which increased until fifty-one teachers were enrolled. Citizens of the town attended the institute and took an active part in some of the discussions.

The importance of extending the school term was emphasized, and I am glad to report that the extra levy was made at a subsequent meeting of the board of supervisors, which, however, was declared void on account of some technicality.

The grading of the schools was fully discussed, but in view of the fact of the expected extension of the term, nothing was done toward effecting such.

It is my opinion that the syllabus was not adapted to the country teacher, it being too complete, too advanced and too full. It is the opinion of the conductor that the teachers of the country schools should have more instruction in the elements of school teaching. They do not need theories, which they cannot apply, as much as they need practical instruction—that that they can utilize in the school room. Give a teacher the proper conception of his work, good inspiration and show him how to teach reading, language work, etc., and he will have a good start.

Most of the teachers of this county are young ladies and a large part of them have diplomas from the Brandon Female College and other colleges of the State.

This county needs above all other things, teachers who expect to make teaching a profession.

SCOTT COUNTY.—*Colored.* The negro institute in Scott county opened with two in attendance, and the maximum number in attendance was eight.

The same program was followed as in Simpson county. The negro teachers of Scott county are fairly equipped for teaching.

DISTRICT X.

W. T. FOSTER, CONDUCTOR.

SMITH COUNTY.—*White.* I found in Smith county small interest manifested on the part of the teachers. There was much excuse for this, however, as the syllabus had never reached them, and many schools were being taught as summer terms. The superintendent displayed a very fair interest, while the interest of the people was pronounced from first to last. It is perfectly just to say they surpassed in interest, as shown by their attendance from day to day.

Among the teachers who did attend were some of the very best afforded by the county. The work was largely on professional lines. This work was greatly enjoyed by many. Work of high quality was done by several—work that would have commanded attention in any educational gathering.

The question of increasing the levy to extend the term found little sympathy.

Many teachers were induced to read educational literature and some to begin a course of pedagogical reading. The question of grading country schools was not deemed practicable.

The syllabus met the approval of all.

No teacher in attendance held a diploma.

SIMPSON COUNTY. — *White.* Fine attendance continued throughout the week. This was a white institute. The interest was all that could be desired, alike on the part of teachers, superintendent and people. The very best teachers in the county were in attendance, many of them pupils of the recent summer normals, and some who are pursuing a course of professional study in pedagogy.

Nothing was accomplished as to extending length of term by additional levy.

A teachers' lyceum was formed and many members voluntarily secured. A course of professional study will be pursued. A resolution was passed favorable to the formation of a teacher's library.

Nothing was accomplished as to grading country schools.

The syllabus seemed to meet all requirements, the teachers being especially pleased with its discussion and emphasis of educational principles, or theory and practice of teaching.

Two teachers of the institute held diplomas.

RANKIN COUNTY.—*Colored.* Was not largely attended but the attendance was very uniform and the interest pronounced. A more interested body of teachers I never met. The superintendent was prompt in all matters requiring his aid. Of visitors we had few.

The character of the institute was up to the average as to ability and the work done.

Many teachers were induced to read educational literature.

No teachers were present who held diplomas.

SCOTT COUNTY.—*White.* I found no teachers present on the opening day. They were somewhat excusable, perhaps, as the syllabus had not reached them, though a great many had received communications from the conductor. The interest of the superintendent was poor, but possibly somewhat excusable. Before the week ended, the interest on the part of teachers and people was fairly good.

The teachers present included many of the best in the county, and the work was of good quality.

Nothing was accomplished as to increasing the county levy.

Some teachers were induced to pursue a course of educational reading.

Nothing was accomplished as to grading country schools.

The syllabus was commended as the proper thing for the year.

Five teachers were present who held diplomas.

WAYNE COUNTY—Was found very much alive as to educational matters. Teachers were much interested. The superintendent was prompt in giving all possible aid. The people were much in sympathy with our efforts.

The institute was composed of the very best talent of the county and the character of work was very high.

The question of increasing the county levy to extend the term was discussed with members of the board of supervisors, but to no effect, as it was thought impossible to get patrons to send longer during the year than the present term.

Many teachers expressed a desire to study professionally, and many are pursuing a line of educational reading.

No steps were taken toward grading country schools.

The syllabus was thought to be the very one, as to contents, needed, and was studied with great interest.

Five teachers held diplomas.

The institute for colored teachers of Wayne county was held the week following the holding of the institute for white teachers, and a profound interest was manifested from the opening day to the close. The best among the colored teachers were present.

Nothing more was done as to the county levy.

No teachers held diplomas.

In every county complaint was made of poor salaries and the same was assigned as the cause of the reduced attendance at county institutes.

DISTRICT XI.

CHARLES STRONG, CONDUCTOR.

ADAMS COUNTY—*Colored.* The teachers took a lively interest in the work of the institute. All duties required of them were readily performed, and many entered actively into discussions. The county superintendent had worked up the institute before my arrival, and visited institute while in session. Many visitors were present.

Attention was paid chiefly to principles of education and methods of teaching.

1. The school term will be extended to eight months.
2. The teachers' lyceum was organized.
3. A committee of seven of the best teachers, spent two days preparing a graded course of study.

On the last day the course, as prepared, was presented to the institute. The institute criticised the report and unanimously recommended that the county superintendent adopt the report as the official graded school course for the colored schools of Adams.

The syllabus was used as the ground-work of instruction.

Many teachers held diplomas.

The enthusiasm of the teachers was revived. I found the colored teachers of Natchez intelligent and eager for instruction.

AMITE COUNTY—*White.* The interest manifested by the teachers of Amite increased from the first day to the close. The discussions were carried on with much fervor. The gentlemen, especially, took an active part. The teachers were eager to learn new methods.

Superintendent Geo. A. McGehee, I found a very active worker. All teachers were notified of the time of meeting and urged to attend. The superintendent was present each day, and entered into the work of the institute. He selected the places for night sessions and drummed up a crowd.

Many visitors were present at the institute, and the last night session, at Woodland, the house was crowded.

The institute was the largest yet held in Amite; the time of the institute was devoted to the study of educational principles, methods of teaching and governing. Nearly half of the schools were in session.

Each day the teachers were urged to preach the docrine of extended term. The discourses at both public meetings were all on the subject of extending the term of schools.

Interest was revived and the teachers' lyceum was reorganized. All expressed a determination to enter actively into the work.

A committee of seven was appointed by the county supertendent to prepare a graded course after the text-books were adopted. The institute expressed a unanimous wish to have the schools graded.

Many teachers held diplomas from Mississippi College.

WILKINSON COUNTY—*Colored.* The teachers present manifested a lively interest, were very active in discussions, and performed all duties required.

Colored teachers expressed an earnest desire to have term extended. Many have extended the term of their separate schools; others will make like effort.

All present were anxious to reorganize lyceum; this will be done at time of fall examination. The county superintendent thought it best for each teacher to grade his own school.

Many colored teachers held diplomas. I found the colored teachers of Wilkinson well up, intelligent and alert; they were anxious to receive information.

JEFFERSON COUNTY.—*Colored.* The interest of the Jefferson county teachers was live from the very first. Every teacher in the institute took part in the work. Many fine papers were read, and much energy was displayed in the discussions.

The institute was the largest and best attended ever held in Jefferson, and all due to the energy of Mr. Wade. He also took part in some of the work done. Many visitors were present.

Many knotty problems and points were explained, and most of the time was devoted to the study of methods of teaching and governing.

The colored teachers decided to urge the necessity of an extended term, and to make an effort to extend the term in their own schools.

All teachers present were in favor of a lyceum. The officers and committees were chosen, and all teachers joined.

An official graded course was prepared by the county superintendent for last year.

DISTRICT XI.

J. F. BOYDSTON, CONDUCTOR.

GENERAL REPORT.—To your conductor, at least, the summer's institute work was a source of much satisfaction. In each county the attendance was as large as could be expected, and the interest and attention of the teachers all that could be desired. In each county the importance of extending the school term was urged upon the teachers, and in Amite and Wilkinson counties meetings of citizens were addressed on this subject. In Amite two meetings were held, one in Liberty, and one eight miles out of town; both were well attended. The meeting in Woodville was not a large one. Here, as in Fayette, your conductor tried to impress the teachers with the idea that they must keep on talking the subject. A teachers' lyceum was organized among the colored teachers of Amite, but the organization of such a body was in the other counties rendered useless by a previously existing organization, as was the case at Natchez, or it was made impracticable by the conditions of the county and the nature of the institute.

The syllabus was quite satisfactory. The subjects which received most attention were reading, spelling, arithmetic, and composition. With the exception of the Natchez Institute, these subjects gave us the larger part of the work done during the week, it being the idea of your conductor that teachers of four month schools would do well to confine their energies, in most part, to these branches. Very much commendation is due to Superintendents Wade, Fly, McGehee Henderson, and Prof. Ker, for their energy in preparing the teachers for successful institute work. Your conductor believes that the teachers' institute is a permanent part of our public school system.

Subjects treated under the general report will not be mentioned in the detailed reports.

ADAMS COUNTY.—*White.* Enrollment, 32; average attendance, 18. Subjects treated (in addition to subjects mentioned in general report): Psychological value of studies, and pneumatics and electricity, illustrated by many simple experiments. Papers were read by Misses Steitenroth, Morris, Parsons, Florence, Kern, and Mr. Ballard. The willingness and ability of the Natchez teachers to do institute work made this institute almost an ideal one.

AMITE COUNTY.—*Colored.* Attendance 14; average, 7. Your conductor was much pleased to find several teachers who remembered and had been putting into practice hints and methods gotten from his institute of two years ago. The subject of morality occupied much of institute's attention.

WILKINSON COUNTY—*White.* Attendance 19, average 13. This was an extremely pleasant institute.

Subjects considered: Psychology, Discipline, Course of Study and Qualities of the Teacher.

JEFFERSON COUNTY—*White.* Attendance 24, average 17. This was an institute of much hard work on the part of the conductor, because several of the teachers most capable of doing helpful institute work were kept at home by sickness or by prospective matrimony. As was the case in Wilkinson county, considerable time each day was given to simple experiments in pneumatics and electricity.

DISTRICT XII.

J. C. HERBERT, CONDUCTOR.

I held four institutes, three white and one colored, and for details of attendance, etc., I refer you to my reports made to the County Superintendents. Taking the work as a whole, the attendance and interest were not as good as might be desired, but normals having been held in that immediate section, Wesson in 1894 and Brookhaven in 1895, may serve as a sort of reason why teachers did not attend more fully. As we all know, the wages of the average teacher will not justify any great expense, and I found this sentiment to exist somewhat: That when a teacher had attended a normal, he could not afford the additional expense of attending the institute for a week.

The people, with possibly one or two exceptions, regard the institute as something in which teachers alone are concerned; therefore, there was not that interest which we should all like to see manifested by every community in the State in all that tends to foster and upbuild the educational interests of the State.

COPIAH COUNTY—*White.* The report to the County Superintendent shows the large attendance during the entire week, the attendance being full on the last afternoon of the week. It has never been my pleasure to conduct an institute composed of a more earnest, enthusiastic body of teachers.

The syllabus proved to be adapted to the work, though it was possibly a *little professional.* Part of one afternoon was given to the consideration of how longer terms might be secured. A committee was appointed to place the matter before the Board of Supervisors. I have learned since that the special levy was made and longer term secured.

Nothing was done in the matter of grading the common schools, it being the opinion of the teachers that the matter of grading the schools could best be attended to after longer terms are secured.

The institute discussed a State educational journal, and manifested interest becoming the teachers of one of Mississippi's banner counties. Ten members of the institute gave their names as stockholders in the journal, as proposed by the Mississippi Educational Association.

LAWRENCE COUNTY—*Colored.* We began on Monday morning, August 19, with a small attendance, which did not materially increase. Superintendent Bishop was always with us ready to render any assistance that might be asked of him

The surroundings made it impossible to attempt any high grade work or to discuss the matters of longer terms, grading, etc., hence I devoted the major part of the week to instruction in the common school branches and how to teach them.

PIKE COUNTY—*White.* The attendance was small and irregular. Evidently, from some cause, the teachers were not as enthusiastic as we had hoped to find them. The week's work consisted mainly in following out the outlines of the syllabus. Many of the teachers present had never seen a copy of the syllabus, and of course were not as well prepared to deal with its contents as they would have been had they had an opportunity of studying it carefully.

We discussed the matters of longer terms, grading, etc., but were told by those acquainted with the local affairs that it would be useless to attempt to secure these two pressing needs of the schools, so the institute took no action on these matters.

FRANKLIN COUNTY—*White.* The report to the County Superintendent shows the attendance small, but regular. We found the Superintendent and the teachers present willing to assist in doing the work of the institute. Here, as in Pike county, the Superintendent and leading teachers were anxious to see longer terms, graded schools, etc., but were of the opinion that such could not yet be obtained in this county. Nothing was done, therefore, except to discuss these needs of the schools.

The teachers as a body were earnest and enthusiastic, but have not yet taken the proper advance movement in their professional reading. Few of them had read psychology to an extent to give them a proper appreciation of the syllabus. For this reason we supplemented the work of the syllabus, giving work in the common school branches.

Now, in conclusion, permit me to express this individual opinion, after two years experience in institutes for teachers, the one week institute needs to be somewhat modified. There is an opinion among the teachers that institutes are not of enough consequence to warrant their incurring the expense of attending. Possibly a two weeks' institute conducted biennially might succeed better.

DISTRICT XII.

W. R. MABRY, CONDUCTOR.

COPIAH COUNTY.—*Colored.* The attendance was small, though teachers present manifested considerable interest. About thirty schools were in session, and as a general thing only the unemployed teachers were present. Not many outsiders attended the institute. The superintendent manifested a good deal of interest in the institute and seemed very much worried because there was no better attendance. Some of the negroes told me that the other unemployed teachers had no money to pay their board at Hazlehurst, and the ones who were teaching would not come because there was no difference made in their salaries whether they attended the institute or not, and they were unwilling to spend their time and money in attending the institute when there was no prospect of pecuniary gain.

I found this state of affairs to exist in all the counties where I conducted colored institutes. The teachers had attended the institutes till they found out that they received no better pay for doing so and had decided not to come any more.

They were not advanced enough to comprehend professional work, most of them being third grade teachers. One or two said they had their schools graded as well as they could get them, but it could not be done in their schools as a general thing.

The syllabus was entirely too difficult for them as a whole. One teacher held a diploma in Tougaloo University. All the teachers who attended expressed themselves as delighted with the institute.

LAWRENCE COUNTY.—*White.* The attendance was small, though teachers present seemed willing to participate in the exercises. Only a small number were sufficiently advanced to take a very active part.

The superintendent manifested considerable interest in the institute and seemed very zealous in the cause of education. We had a few visitors, though, as a whole, the citizens did not attend. They said they had lost all hope of ever having the term extended, as no man could favor it and be elected to any office afterwards; and in addition to that, became unpopular for his views. They have a good collection of professional works in the teachers' library, but they said they found it impracticable to organize themselves for professional work.

They said their schools were graded as well as could be done in such schools as they had to teach.

A good part of the syllabus was too advanced for a majority of the teachers. There were two teachers who had diplomas present. They are principals of the two high schools of the county.

It seems that a majority of the teachers have not sufficient interest in their work to make any outlay of money for the purpose of improving themselves, and as long as they are out money by coming to the institute they will not come.

PIKE COUNTY.—*Colored.* The attendance was not large, though it was the most intelligent set of negro teachers that I have ever had anything to do with. They took great interest in the institute.

The superintendent had not made any preparations to speake of; had not even secured any place to hold the institutes. He is a very old man, and had been sick, so I think he is in a measure excusable. A few negroes besides the teachers, attended the institute. All the teachers did good work. Nearly all of them hold first-grade certificates. Most of them had read professional literature. It seems that this county cannot carry on the schools for four months, much less for a longer term.

Those present were so scattered over the county that they could not get together very well, they said. Some of them said they had already graded their schools the best they could; others said their's was of such a nature that they could not grade them very well.

We worked with the syllabus very well, omitting some portions of it, and supplying practical work.

One teacher holds a diploma from the college in Jackson.

LINCOLN COUNTY.—*Colored.* There are not very many negro teachers in Lincoln county, and the most of them are very inferior. Those I had could not touch the syllabus. I gave them practical instruction. The superintendent was busy with other matters, and did not come to see us often. Very few who were not teachers visited us.

All the balance of my report for this institute is entirely negative. Nothing else is applicable to them—all third-grades with one exception.

DISTRICT XIII.

S. W. SMITH, CONDUCTOR.

I submit the following report of institutes held in the counties of Jackson, Harrison, Hancock, Marion and Covington, for 1895.

The institutes were held as per dates in your schedule for county institutes.

The number enrolled at each institute was not so large as I had hoped it might be; but the majority of the teachers present, particularly in the counties of Jackson, Hancock and Covington, manifested a lively interest in the proceedings of the institutes, and labored earnestly and faithfully for the success of the meetings.

The county superintendents were present every day of the institutes—except in Marion county—and used their influence to make the sessions interesting and profitable to those in attendance.

Very few of the patrons visited the institutes. We held one night session in Hancock county. It was not deemed advisable, owing to certain existing circumstances, to hold night meetings in the other counties.

At each institute I delivered talks on the history of education, educational principles, elementary psychology, etc., and we discussed school management, methods of teaching, etc.

In each county I urged the teachers to exert their united efforts to secure an extension of the free term—to establish and maintain some organization in the county for professional study and improvement—and to take steps at once towards grading the schools of the county.

I used the syllabus as suggestive. I endeavored to adapt my line of work to the actual requirements of the occasion. I found the syllabus amply sufficient—in fact, just a little too ample—enough in it for a month's work.

I met but few teachers holding diplomas. Many of the young teachers stated that they were studying with a view to securing professional licenses.

I was greatly pleased to learn that the rank and file of the teaching force in this part of the State seemed to have caught the professional spirit. Nearly every teacher reads some good educational book or journal.

In Hancock county, about ninety percentum of the teachers had read, during the past few months, Page's Theory and Practice of Teaching. The enrollment in this county was small—only seventeen—but the attendance was very regular. The teachers were earnest and enthusiastic, and we had one of the most satisfactory institutes it has been my pleasure to hold. The institutes in Jackson and Covington counties were quite successful also. In Harrison county, the institute was not entirely satisfactory. A few of the teachers were faithful in their work and prompt and regular in their attendance—but the majority attended very irregularly. Superintendent Allison was present every day, and tried to make the institute a success.

The colored institute in Marion county was a failure.

Perhaps my indisposition helped to make the meeting a signal failure; but it could hardly be expected, I suppose, that "twelve-dollar" teachers would take an absorbing interest in a county institute.

DISTRICT XIV.

J. O. LOONEY, CONDUCTOR.

MARION COUNTY.—*White.* The attendance was good, thirty-nine teachers enrolled.

The superintendent had advertised the institute well, but he attended very little himself, and showed but little interest in school work.

Some of the citizens attended our sessions, but interest was not marked.

Some time was spent on the subject matter of the Public School Curriculum, but much more attention was given to Method, Principles of Education, the comparative value of different studies and human growth. The lecture system was followed, interspersed with questions and frequent reviews.

Little was done toward urging the county levy to extend the term. It was, however, insisted that the teachers should take the matter in hand, and, by petitions, move the Board of Supervisors, if possible, to make the necessary levy.

The Marion County Teachers' Association was organized, officered and equipped with the necessary committees for work. I trust it will live and do good. The subject of thoroughly classifying and grading the county schools was discussed by the institute, and I think some good was done towards educating the teachers along this line. I am sure the system of classification has been much improved in the last few years.

The Syllabus was followed as a general guide, and was was found to be very satisfactory.

COVINGTON COUNTY.—*Colored.* The interest of the teachers, with a few exceptions, was not marked.

The most of the teachers have been moved formerly by the conductors and superintendent with the stimulus of higher wages for their attendance; these not being realized the interest of the teachers has collapsed. I enrolled only twelve teachers, and but three or four of them were regular in attendance at all.

The superintendent spent but little time with me at Williamsburg, but manifested some interest in the colored schools of his county.

Several of the citizens and patrons among the colored population attended some of our sessions, and were appreciative listeners.

The work of the institute consisted mainly of text-book instruction, with some lectures on methods, principles of education, and human growth.

We were glad to learn that some of the teachers were reading some educational books and papers. The syllabus could not be followed very closely.

None of the teachers present were graduates.

It was my purpose to encourage the teachers to attend the institutes for the good they might get out of them for themselves; that the increasing of their salaries, though it was just and right, should not be the main reason for attending; that they owed this to themselves, to their profession, to the children they were to teach, and to the State.

I think some good was done in this institute, notwithstanding the unfavorable surroundings.

PERRY COUNTY.—*White.* Held at Rawl's Springs, a pleasant location, six miles from the railroad, though it is in the corner of the county.

The interest of the teachers of this institute was good.

The County Superintendent was with us two days, and expressed his desire to stay longer, but left on account of sickness in his family.

The patrons and citizens in the vicinity of Rawl's Springs attended our meetings, and showed themselves to be thoroughly in sympathy with the work.

In this institute much more time was given to methods, principle of education, the comparative value of different studies, and human growth, than to text-book instruction. Some of the members of the institute gave their methods and the results of their experience in teaching the different branches of the public school curriculum. These were discussed by the institute, and the natural method, as understood by the conductor, with its underlying principles was given. Looking at the child in its present stage of development, the important question is, how does its mind grasp the subject?

The laws governing the development of the child's mind should be known and followed by the teacher.

Principle is better than method, without which method is a mere form without life or spirit.

The teacher should know the special value of the subject he proposes to teach, and the value of scientific instruction.

Another important question for the teacher, and, perhaps, the most important question which he can consider, is the problem of human growth. What is it to educate a child?

The county levy, professional study for the teachers, and grading country schools were all discussed, but no very definite results were obtained. I hope that what was said on these questions will do something towards educating the people and the teachers up to a realization of these things. I find Page's Theory and Practice, with some other professional books and educational periodicals, in the hands of the teachers where I have been this summer. The syllabus was followed as a very valuable guide.

In all my institute work it has been my purpose to reach the teacher in the district school, and give him something to inspire him to do better work in the remote sections.

It is my honest opinion that the institutes have done much towards putting the teachers on a higher plane, and especially those here referred to.

The conductors should be, in the true sense of the term, educational missionaries. There is much to do in our State along these lines; yet the improvement for the last few years has been wonderful.

DISTRICT XIV.

R. P. LINFIELD, CONDUCTOR.

CLARKE COUNTY.—I found thirty-two negro teachers on hand for work. The teachers in the colored schools of the county number 35, and I am free to state that they were fully up to the standard of ability that common sense and experience would place.

Besides the aid given by the teachers, that very necessary co-operation of the the county superintendent was not wanting. To superintendent A. Trotter is due, in great measure, the success of the work in Clarke.

From the audiences that gathered each day for the sessions of the institute, it is safe to judge that the interest was county-wide and manifested freely.

Some time was spent in discussing the tax levy, but no further good was seen from it than renewed promises on the part of the teachers to labor with the view of increasing the length of the term.

The lyceum work of the previous year proved a failure, so every teacher made new resolutions for his own individual professional study.

The closing of the last session of the institute proved a veritable camp-meeting revival in educational matters, and he who left in a luke-warm state, if such there was, will surely prove a barrier to his own recognition by the intelligent negro teachers of Clarke county.

LAUDERDALE COUNTY.—*Colored.* We found forty negroes in the profession, who proved to be of a very good grade of intelligence. Their interest was our support, and the lively discussions rendered the week one of great good to the teachers as evidenced by their statements. The absence of the county superintendent, caused by his serious illness, was deplored.

We found some wide-awake teachers in Lauderdale, and exerted our best efforts to strengthen their faith in the profession to such an extent as to warrant future study on their part.

NEWTON COUNTY.—*White.* We labored a week with forty-four teachers unaided by the county superintendent. Sickness prevented his presence, but we were put to the task of working against odds, as he had no representative present.

However, the interest of the teachers and attendance of numerous citizens, fully dispelled all discouragements and we comfort ourselves that we left a spirit of the profession in that county never felt before.

The organization of a lyceum has for its objects the lengthening of the term, advance in professional knowledge and general improvement of teachers and system in Newton county.

A general survey of the summer's visitations gives us new faith in the teachers of Mississippi and a higher regard for the profession.

DISTRICT XIV.

J. C. FANT, CONDUCTOR.

GREENE COUNTY.—*White.* My work as a conductor of institutes for 1895, ended September 6, at Leakesville, Greene county, where we had one of the most profitable institutes held by us during the summer. Not more than ten teachers were present, but a warm interest was manifested, and the work was characterized by regular and prompt attendance, and an honest endeavor for improvement. The county superintendent was on hand at the opening. All things indicated that he had done what he could to make the institute interesting had successful.

Howevever, Greene county is unfortunate in respect to her institutes, in that she possesses but few local teachers. Most of her teachers are from other counties of the State, and during the institute seasons are at their homes; this necessarily makes her institutes small. The teachers were unanimously in favor of the extension of the school term, but thought it impracticable to agitate the question over the county, as they hoped that in the event of an increase of the school tax, it should be applied rather to an increase of teachers' salaries, which at present are but little more than enough to defray actual living expenses.

On account of the great distance between homes of teachers, nothing was done towards an organization of them for professional study, but certain books on the history and science and art of education were recommended by the conductor, and individual study of them urged.

A large gathering of the leading citizens and school patrons was present at the public meeting on Thursday night of the week, when the conductor addressed them on one of the leading educational topics of the day.

CLARKE COUNTY.—*White.* We enrolled about forty-five teachers. The superintendent took an active part in all of the exercises, and added much to the interest and success of the work. The citizens of the town lent much to the encouragement of the teachers by a good attendance and a hearty appreciation of their labors for professional elevation. The exercises, consisting principally of discussions of leading educational questions by prominent teachers, were held each night at the school hall. The question of extending the school term did not occupy the attention of this institute, as Clarke county had already, in the last year or two, extended her term to six months.

JONES COUNTY.—*White.* We opened with an attendance of about forty teachers who were eager and active to gain greater teaching power. They commenced their work with vigor and never in a single case refused to respond when called upon to give individual expression on any question before the meeting. In no county did we receive better aid or more loyal support from the county superintendent than we did from Superintendent Taylor. Friday afternoon of this institute was devoted to a discussion of the advisability of an extension of the school term in that county. All members were in favor of it. So most of the time was consumed in determining the best way to bring the matter before the board of supervisors. At the suggestion of the conductor, it was agreed that he should appoint a committee of three, whose business it would be to place in the hands of each teacher of the county for circulation, a paper setting forth the needs of an extension of the term and petitioning the board to levy a tax sufficient to maintain the schools for a term not less than six months. After the circulation of these petitions, they were to be returned to the original committee, who would appear at the proper time before the board in advocacy of the question at issue.

As the teachers and superintendent thought it to be impracticable, nothing was done to revive the teachers' lyceum which had been organized the year before, but which had accomplished no good, for the teachers, for various reasons, were unable to hold their meetings.

JASPER COUNTY.—*Colored.* There was an attendance of only twelve teachers; but here, as everywhere, the negroes were eager and ready to take advantage of every opportunity for advancement. The county superintendent, on account of illness, was unable to be present, but he was represented by Prof. Massey.

NEWTON COUNTY.—*Colored.* This institute was characterized by the same sincere endeavor for improvement as was manifested in the institute at Paulding. Many of these teachers, unable to procure conveyance of any kind, walked as many as ten miles per day, in order to attend the institute. This institute labored under many disadvantages. The superintendent was ill and did not attend; no syllabus had been distributed among the teachers, and on Thursday afternoon, while the institute was in session, three horses belonging to attendants were killed by the lightning striking a large oak tree, under which the horses had taken shelter during a severe storm. This wonderful exhibition of the forces of nature in the presence of the institute produced such consternation among the teachers that never afterwards did we get their whole attention on the work in hand.

On the whole this syllabus, more than any previous one, was splendidly adapted to the institute work. The large amount of time devoted to the principles and methods of teaching, was one of its excellent features.

The institutes are an important element in our school system and their efficiency will be much improved when some measure in the way of statutory enactment, is taken towards requiring the attendance of teachers.

The conductor appreciated the important trust committed into his hands by the Board of Education, and endeavored at all times, in the various institutes of his holding, *non se ostentare sed eorum quibuscum erat rationem habere.*

STATE INSTITUTIONS

UNIVERSITY OF MISSISSIPPI.

R. B. FULTON, CHANCELLOR.

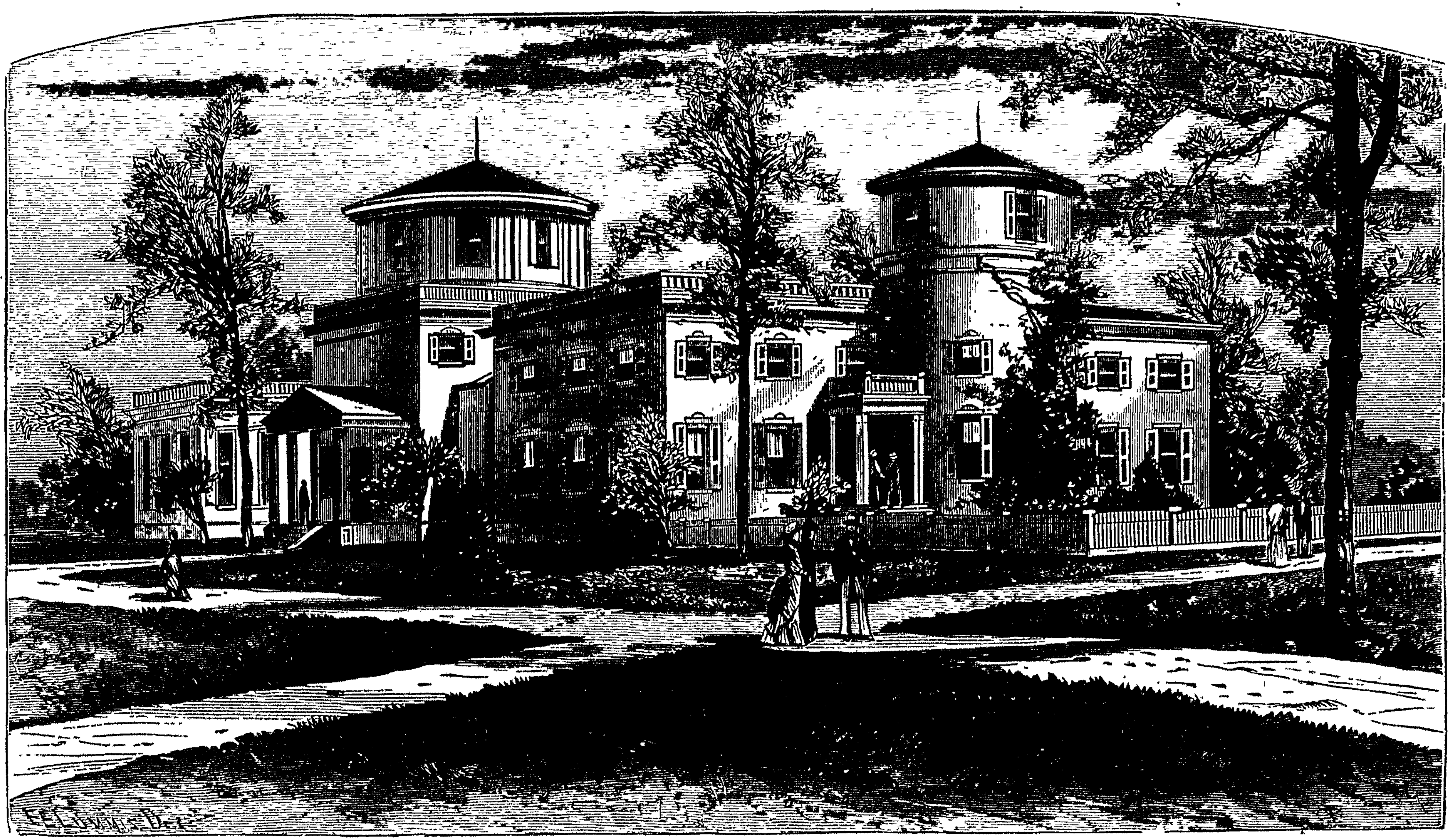
Hon. J. R. Preston, State Supt. Public Education:

DEAR SIR—In accordance with your request recently received, I have the honor to submit for insertion in your biennial report, the following statements regarding the present condition and policy of the University of Mississippi:

This University had its origin in a grant of land made to the State of Mississippi by the Congress of the United States, February 20th, 1819. Grants for the same purpose, varying in amount, have been made by Congress to every State formed out of the public domain, upon its admission into the Union. These grants have their origin in that section of the celebrated Ordinance of July 13, 1787, which declares in Article 3, that "religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged" in the States formed out of the Public Domain. In carrying out the obligations thus distinctly expressed, and to encourage schools and the means of education, Congress at once adopted the policy of granting to the new States land, the proceeds of which were to be used in aid of education, thus making the States which were formed out of the Public Domain its trustees for executing this requirement above quoted. These Congressional grants have been recognized as falling into three distinct classes:

1. Grants made for State Universities or Seminaries of higher learning.
2. Grants made for public schools.
3. Grants made for industrial institutions or agricultural and mechanical colleges.

For the first mentioned purpose Mississippi received, by the Act of February 20, 1819, one township of land, which was the basis upon which the University was founded. Other States received two townships for the same purpose,


F. E. Lummis Del.

OBSERVATORY, UNIVERSITY OF MISSISSIPPI

or more than two townships. This State slept upon its rights in the premises, until 1894, when the matter was presented to Congress in the form of a memorial prepared by direction of the Board of Trustees of the University. This memorial was successful, and Congress has given to the State, for the benefit of the University, an additional township of land, which has been located in Harrison and Jackson counties. It was undoubtedly in the mind of Congress, when the Ordinance of 1787 was passed, that the grants for common schools and for seminaries of learning should both go towards the support of a system of schools complete from the lowest to the highest, and for the benefit of the people of each State. Only within the last few years have the public schools and the University of Mississippi, been properly aligned and co-ordinated. The important work of co-ordination was begun, as you are aware, under most favorable auspices three years ago. It has made rapid progress, being facilitated very largely by the fact that some 800 teachers of the public schools have visited the University, in attendance upon the summer schools for teachers held under your direction during the last three summers.

The first step towards this co-ordination was taken when the authorities of the University in 1892 decided to abolish preparatory classes in the University. As was expected, a diminished total enrollment of students followed, when the classes occupying two years of student's time was discontinued. It was the conviction of the faculty that in the end the result would be advantageous to the University. Efforts were at once put forth to encourage preparatory schools in the State by every means possible. The outcome has been more than satisfactory. The total enrollment of students for the last four years has been, for the session of 1891-'2, 205; 1892-'3, 174; 1893-'4, 176; 1894-'5 233; 1895-'6, up to present date, 256. The total enrollment is greater than at any time since 1884, when it reached 276, 116 of whom were preparatory students. We now admit no students except those prepared to enter upon a course that will lead to a Bachelor's degree in not less than four years.

It is gratifying to report that in general the preparatory work done by the various schools throughout the State, has shown a decided improvement. The professors in charge of the Freshman classes report that the material is better prepared than for a number of years in the past.

The University has adopted a policy for affiliating or coordinating accredited high schools, which policy is distinctly set forth in the current catalogne. Fifteen such schools are named in the last catalogue of the University, and more than this number will be added to the list during the current session. In the last catalogue of the University is published the high-school curriculum recommended by a committee of ten teachers and endorsed by the State Teachers' Association at its meeting in 1894. This curriculum is being used as a model, entirely, or in part, in a large number of schools in the State.

The faculty of instruction in the University includes the following members:

Robert S. Fulton, Chancellor and Professor of Physics and Astronomy.
Richard W. Jones, Professor of Chemistry.
Alfred Hume, Professor of Mathematics.
Richard M. Leavell, Professor Mental and Moral Philosophy, etc.
C. C. Ferrell, Professor Modern Languages.
J. U. Barnard, Professor of Pedagogy.
A. L. Bondurant, Professor of Latin.
Dabney Lipscomb, Professor of English and Belles-lettres
P. H. Saunders, Professor of Greek.
J. W. Johnson, Asso. Professor of Physics and Astronomy.
Miss S. M. Isom, Instructor in Elocution.
T. O. Mabry, Ass't Professor of Natural History.
W. S. Leathers, Acting Ass't Professor Natural History.
G. D. Shands, Professor of Law.

Under the present arrangement of courses as shown in the current catalogue about five-sevenths of the course for Bachelor of Arts or Bachelor of Science consists of prescribed work in specified schools, and the remainder is elective. Under the present arrangement students are allowed to begin earlier the study of the Natural Sciences and certain other topics formerly assigned to later years. The courses in the languages and in mathematics are extended into later years. The arrangement thus indicated has been in operation for two sessions and has proved eminently satisfactory. It is certain that a much larger percentage of students will accomplish a course leading to a Bachelor's degree than under the former plan.

The school of Pedagogy founded in 1893 is doing a good work for the large number of students who expect to teach and who take this opportunity to prepare themselves for this work. The importance of this chair to the teachers of the State will justify the full statement of the course in pedagogy which is here given.

SCHOOL OF PEDAGOGY.

The purpose of this school is to teach the science and art of education. Such subjects are taken up as will provide

UNIVERSITY OF MISSISSIPPI—GENERAL VIEW OF CAMPUS.

the teacher with professional training and knowledge. A two-years' course is offered, requiring five hours per week of recitation work. The following will give a general notion of the scope of the instruction at this time:

JUNIOR YEAR.

FIRST TERM—*School Management.*—Three hours per week. Lectures and Baldwin's Art of School Management. Among the topics are the organization and management of schools, methods of discipline, class tactics, school apparatus and other appliances. The latest and best thoughts on courses of study will be presented and discussed.

Applied Psychology.—Two hours per week. Lectures and recitations. Mind is studied with a view to learning the laws of its development. The order of the development of the faculties, the educational value of the branches of study, motives which stimulate activity and growth, and the forces which influence the mental and moral life, are subjects worthy of careful study.

Text-Books.—Baldwin's Psychology Applied to Teaching, and Compayre's work on the same subject.

SECOND TERM.—*Methods of Teaching.*—Three hours per week. Lectures and Brooks' Normal Methods of Teaching. The principles of instruction are studied, and the methods of teaching the various branches. Series of questions and lesson plans on assigned subjects will be prepared by pupils. Occasionally pupils will be required to present in correct form and detail actual lessons in primary work. The art of questioning, individual and class instruction, methods of examination, and similar topics will be considered, with a view to fixing in mind the principles of correct teaching.

School Supervision.—Two hours per day. Recitations and lectures. This will prepare for the organization and management of graded schools. Duties of superintendent and assistants, classification of pupils, promotions, arrangement of the course of study; school systems, county, city, State and national, will occupy a reasonable portion of the time of the class.

Text-Book.—Pichard's School Supervision.

During this term some time will be given to visitation and observation. The pupil is thus given the opportunity to witness the actual application of principles by experienced teachers.

SENIOR YEAR.

FIRST TERM.—*History of Education.*—Ancient and modern.

Five hours per week. The history of education is closely connected with the history of human thought. Practical theories and correct doctrines survive the tests of time. Here will be traced the educational theories and doctrines that have been advocated in different ages of the world. The development of school systems, and the work and influence of educational reformers, will be valuable topics for discussion and study.

Text-Book. — Compayre's History of Pedagogy, supplemented by works from the library.

SECOND TERM.— *Science of Education.*—Three hours per week. Education is founded upon the principles of science and the laws of mind. The teacher must know the principles of education if he would become the true artist. Here is a profound study, demanding the best thought of the educator.

Text-Book.—Palmer's Science of Education.

Psychology of Childhood.—One hour per week. The growth and development of the child's powers, mental and physical characteristics of children, quantity and quality of instruction, and other themes of similar import, are presented in a series of lectures.

Seminary.—One hour per week. Free use will be made of the Pedagogical Library. Pupils will present supplementary topics in the history and philosophy of education and in graded school work.

At such times as will best suit the convenience of the class, the schools will be visited, with a view to observing class work and methods of organization and management.

The work of the course will easily combine with any course leading to a degree, and may be taken with advantage as elective work.

Students of pedagogy are earnestly urged to take psychology in the school of philosophy.

The entire course in pedagogy may be taken in one year by teachers of successful experience in teaching the high school grades.

Post-graduate work will be given upon the same conditions as prevail in other schools of the University.

Effort will be made to render the work in pedagogy at the University practically beneficial to education in Mississippi. Many teachers are already drawn to the University by the opportunities now afforded for instruction in this school. It is expected that the school law of the State will be so amended as to give proper recognition, in the issuance of professional licenses, to the work done by teachers at the University.

PROPERTY.

The University owns grounds and buildings that are valued at $300,000, and its apparatus, libraries and cabinets are worth $60,000 more.

DEGREES.

A gradual improvement is made each year in the methods and the thoroughness of the instruction given, and in the material facilities for such instruction.

Provision is made for advanced study, leading to the Master's degree, or the degree of Doctor of Philosophy, after one has taken a Bachelor's degree. The number of persons taking these courses is increasing every year and the direction of the studies of these advanced students is no inconsiderable part of the work of professors.

DEPARTMENTS.

The University includes a school of law, together with twenty-one academic schools. The school of law forms the only distinctively professional department in the University. It is in a very prosperous condition, the attendance last season being the largest ever enrolled, and that for this season promises to be nearly or quite as great.

The University cannot fulfill its mission and its work for the people of the State until its curriculum is so enlarged as to include schools or departments of medicine, dentistry, pharmacy, engineering, etc. Efforts are now being made to establish a department of medicine. It is in contemplation to have the distinctly professional topics in this department taught in the city of Vicksburg. There are ample hospital facilities in Vicksburg, and the city will offer to erect and present to the University commodious, suitable buildings for the use of the medical department. The State cannot afford to pass by this opportunity for enlarging the scope and usefulness of the University. It is hoped that the Legislature will take suitable action for the establishment of this department for the University.

A special chair of American History is one of the features now in contemplation as an addition to the University, and it is hoped that this may be realized in the near future.

The members of the faculty are untiring in their efforts to make the University serviceable to every citizen of the State who desires to make progress in educational work. They personally visit many high schools in the State in arranging the co-ordination of their work with that of the University.

The income of the University consists of $32,643, interest paid by the State annually on the funds derived from the sale of the first township of land received from Congress, and a variable sum derived from matriculation fees.

No tuition fees are charged, except in the School of Law.

Young women are admitted upon the same terms as young men.

The student body represent all parts of the State and all classes of our citizenship. As a proof of the excellence of its work, and of its extent, the University points to its roll of nearly five thousand individual students during the forty-seven years since its opening, and to its roll of nearly twelve hundred graduates.

MISSISSIPPI A. & M. COLLEGE.

S. D. LEE, PRESIDENT.

Hon. J. R. Preston, State Superintendent Education:

MY DEAR SIR.—In compliance with your request, I submit this as a narrative report, to accompany your report to the legislature as State Superintendent:

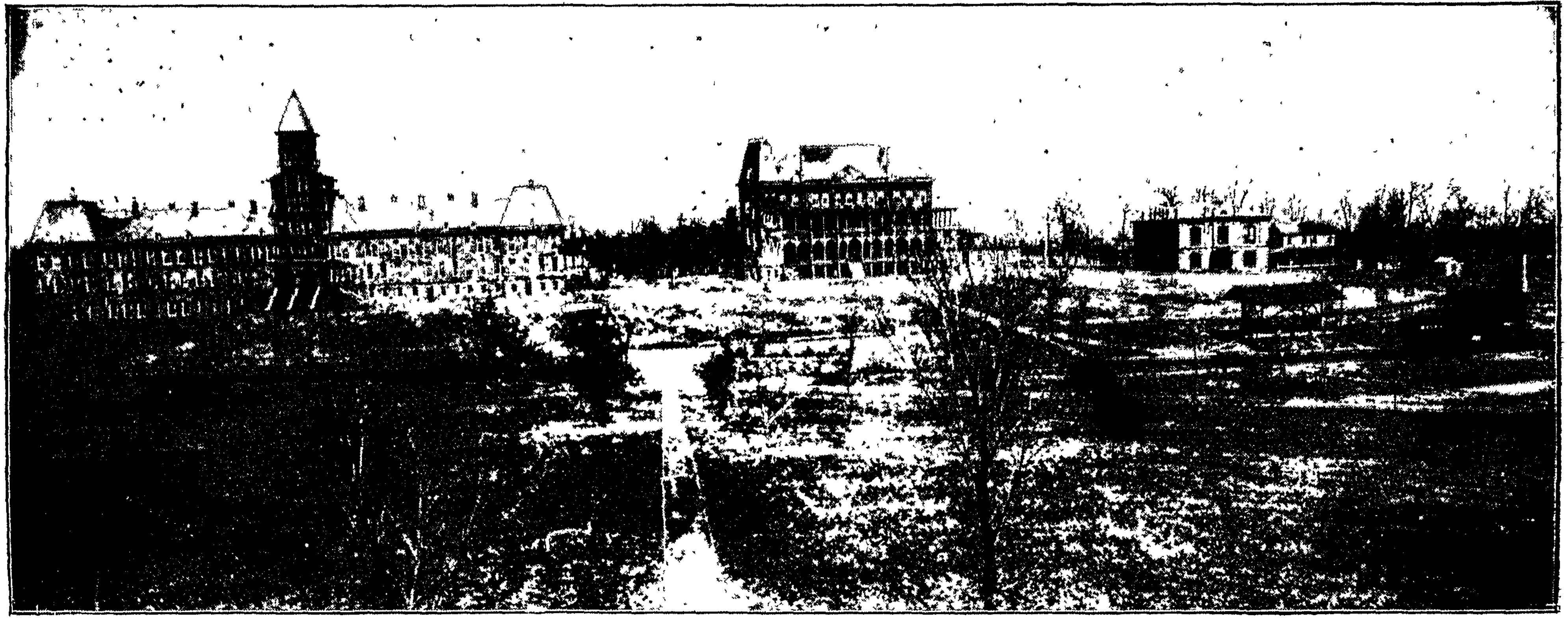
The sessions of 1894 and 1895 have been successful in every way, and conscientious work has been done by Faculty and students. In 1894, 256 students attended, and 336 in 1895, and 292 students are now in attendance at the beginning of the session of 1896.

To this time 2719 individual students have attended the College since its opening in 1880. The capacity of the College is about 300, and we have had over that number as an average annual attendance.

The College gives two courses of study in its curriculum. One known as the Agricultural course, and the other as the course in Mechanic Arts. Both of these courses lead to the Bachelor of Arts diploma.

The College also has a preparatory, or public school course, made compulsory by the statute establishing the College.

Both theoretical and practical instruction is given; liberal culture being furnished by the English, Mathematical, and Preparatory Departments, with that of History and Civics, Psychology and Ethics, coupled with a thorough theoretical course in the sciences underlying Agriculture and the Mechanic Arts. The practical instruction is given in the Farm and Experiment Station Departments, in the crops in successful growth, with large herds of cattle, with



AGRICULTURAL AND MECHANICAL COLLEGE.

AGRICULTURAL AND MECHANICAL COLLEGE--IN THE SHOPS.

dairy and creamery work, with horticultural grounds and gardens of vegetables, with orchards, vineyards and small fruit areas, with practical handling of vegetables, fruits and flowers for market, with the well-equipped shops for carpentry, wood-turning, panelling, with forge, foundry and machine shops for iron.

The facilities for both theory and practice are excellent. The students working in the Agricultural Department are paid for their work, and about one-third of the students get through on an expense less than $100 a session.

Students working in shops are not paid for their work, as the instruction there is educational solely.

It is found that about 60 per cent of the students select the Agricultural course, 40 per cent. the Mechanical. Every student must do practical work in the afternoon, either on the farm, in the shops, or in the laboratories of the College.

The value of the College plant is over $250,000. The departments of Agriculture and Horticulture in the farm work are self-sustaining, and have had no help from the State since 1885. The Department of Chemistry is also self-sustaining.

Good reports are received from the graduates of the College every where, but the strength of the College is in its undergraduates in successful work all over the State.

The discipline is excellent, and the Y. M. C. A. has always been strong. Within the month of November, 45 students professed religion, and there is a Bible class of over 60 members now in operation.

The capacity of the College is being stretched to its utmost in caring for the large attendance. Students are asking for instruction in electrical engineering, and are going out of the State to procure this instruction at Ann Arbor, Michigan, and other places. The legislature should add an Electrical Laboratory to the Mechanic Arts shops, to give this instruction to Mississippi boys.

INDUSTRIAL INSTITUTE AND COLLEGE,

COLUMBUS, MISSISSIPPI.

ROBERT FRAZER, PRESIDENT.

The real estate of the Industrial Institute and College consists of two parcels in the city of Columbus. The smaller, on which is the president's house, lies on the north side of College street and contains one-fourth of a square.

The larger, on the south side of the same street, contains twenty-acres. Here are the main buildings, the gardens and the park. There are three large buildings, the dormitory, White-house and chapel. The dormitory has a front of 172 feet and runs back 170 feet. It is three stories high besides the mansard, in which are the society halls and a large hall for recreation, and the basement, which contains the steam-heating plant and the laundry. The three main stories contain the dining room, reception room, reading room, matron's office, apartments for the sick and sixty-six bed rooms. The White-house is 102 by 80 feet and two stories high. It is given mainly to the use of the departments of industrial arts and music, but has also ten bed rooms.

The chapel is a modern structure 82 feet by 87, with two main stories and a basement, the latter containing the chemical laboratory. The first story contains two offices and five recitation rooms; the second, three recitation rooms and the chapel. The chapel has a seating capacity of 1000.

The buildings are all heated by steam, low pressure, and lighted by gas. They are also supplied with hot and cold water.

A new building is now going up in which there will be a dining room, large enough for 350 persons, and forty-six bed rooms. It will be a very substantial and imposing structure. Its dimensions are 100 feet front by 107 depth.

The two dormitories and the chapel are connected by corridors and so placed as to present a somewhat broken line of frontage nearly 400 feet long. When the new building is finished there will be dormitory accommodations for about 300 students without crowding.

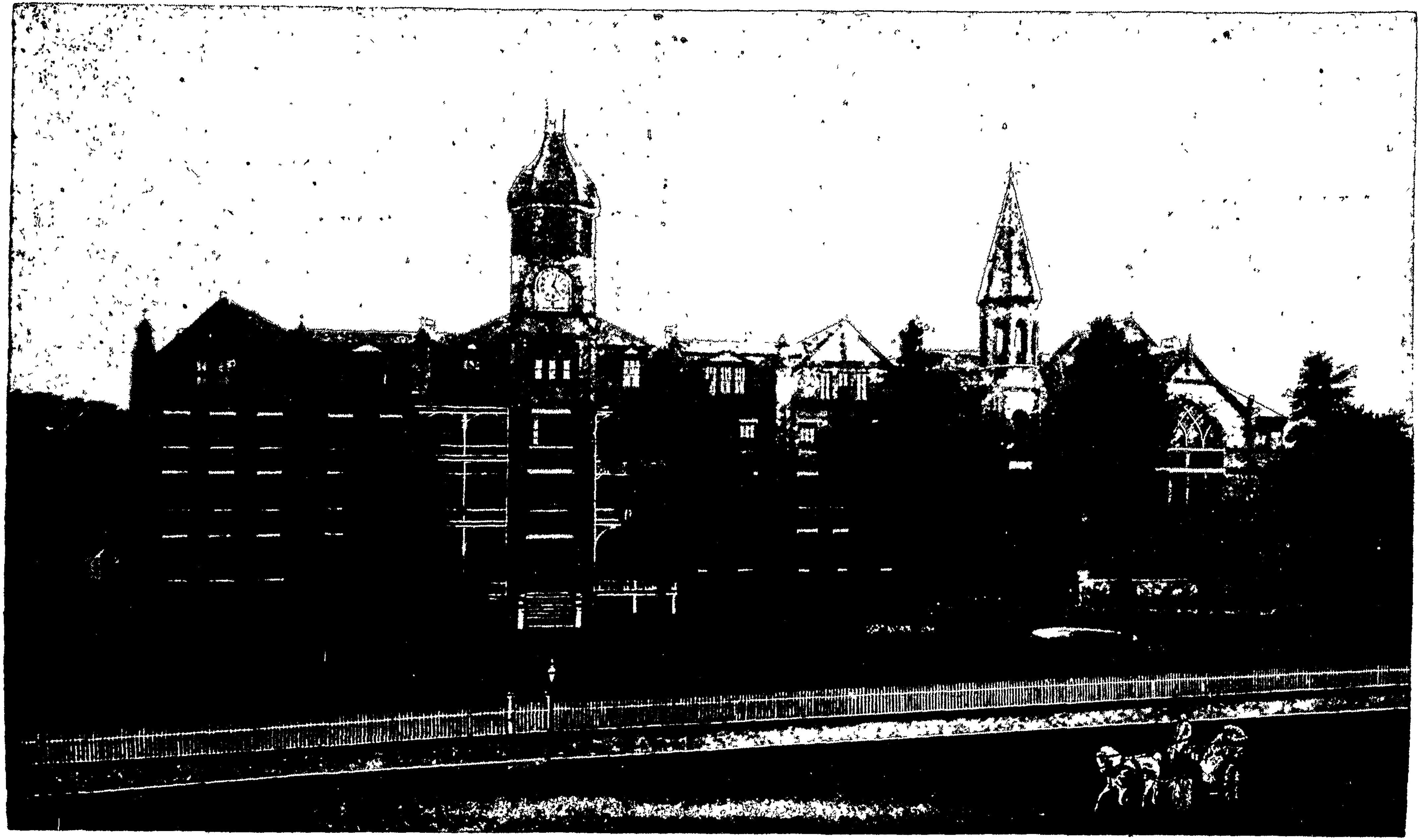
The furniture is plain but comfortable.

At a reasonable estimate the value of the property exceeds $125,000.

In educational appliances and apparatus the equipment of the school is not in keeping with its mission or its demands. The library contains Chamber's Encyclopedia and the Encyclopedia Britannica, with a few other books of reference. Besides these there are several hundred volumes of miscellaneous literature, provided chiefly by the liberality of Colonel W. H. Sims, and a number of recent government publications.

In the department of natural sciences provision is made for laboratory work in Physics, Chemistry, Anatomy, Zoology and Botany.

In Physics the apparatus serves for experiments in motion, pressure, specific gravity, ventillation, heat, light, electricity and sound.



INDUSTRIAL INSTITUTE AND COLLEGE

For Chemistry there are appliances for qualitative and for quantative analysis, both inorganic and organic.

For the work in Anatomy, Zoology and Botany there are charts, microscopes and dissecting instruments.

The industrial departments are fairly equipped with appliances for their work.

The musical outfit consists of nine upright, two square, and two concert grand pianos.

The school offers three academic courses, viz: a business course, covering three years, for students who wish to improve their prospects of success in industrial pursuits by a fair degree of preparatory mental training; a normal course of three years for such as are unable to take the more extended course and yet desire to prepare for doing good work in the public schools of the State; and a college course of four years for those who have high aims and would make thorough preparation for wide usefulness.

The studies in the business course are penmanship, drawing, history, physiology, physics, mathematics, English and philosophy. These studies occupy an average of 14 hours a week of class work, thus leaving ample time for indusfrial studies.

The subjects of the normal course include the foregoing and, in addition, Latin (2 years), civil government and pedagogics.

The college course has history, philosophy, natural history, physics, chemistry, mathematics, English, Latin and modern languages.

In the department of industrial arts provision is made for instruction and practical training in book-keeping, industrial and fine art design, modeling, drawing, wood-carving and oil-painting, dress-making, telegraphy, photography and type-writing.

The department of music offers good facilities for piano and vocal students. The course embraces thorough work in harmony and theory.

Instruction in academic and industrial studies are free. Music lessons cost $40.00 a session.

The corps of instruction and administration consists of 22 officers and teachers.

To meet the increasing demand for teachers who have had professional training, the trustees of the college, at their meeting last June, established a chair of special normal instruction, and elected a teacher who should give a portion of her time to this work. The special course is taken in the second and third year of the normal work.

The second year includes psychology applied to the art of teaching, school management, original plans, and practice teaching.

The third year, history of pedagogy, review of public school studies, normal methods, original plans, and practice teaching.

There are twenty-six students now taking this professional work.

Students who complete the entire normal course will be entitled, so far as proficiency in required studies is concerned. to professional certificates; and the value of this department lo the State would be enhanced no little if the Legislature would authorize their employment, without further examination to teach in the public schools. Like consideration would be most wisely and worthily accorded to the full gradutes of the school.

For the session of 1893–'4, 279 students were enrolled. One hundred and six of these were in the business course, sixty-seven in the normal course, eighty-five in the college course, and twenty-one in special industrial arts. The for 1894–'5 reached 314—one hundred and seven in the business course, eighty-seven in the normal course, one hundred and one in the college course, and nineteen in special industrial studies. Up to date, (November 15th), the enrollment for 1895–'6 is 320.

The growth of the school for several years has been steady. For the last two sessions numbers have been turned away on account of the insufficiency of dormitory accommodations.

Last session (1894'–'95) completed the first decade of the school. During the ten years there were enrolled 1,855 students—of these 215 are still at school. Of the remaining 1640, some 800 were in attendance one session or less.

According to the information at hand, the work of those who have gone out from the school is shown in the following summary:

Agents (book and insurance)	3
Postoffice, U. S., Civil Service, and other clerical work	9
In stores, banks, etc	53
Dress-makers and milliners	26
Stenographers and telegraphers	45
Printers	5
Magazine writers and journalists	5
Missionary	1
Physician	1
Artists	2
Teachers	482
Married (home makers)	506

STATE NORMAL COLLEGE, HOLLY SPRINGS.

Of this corps of trained workers, more than 1,100, there are not many who do not stand in the forefront of their calling.

STATE NORMAL SCHOOL, HOLLY SPRINGS.

E. D. MILLER, PRINCIPAL.

Hon. J. R. Preston, Superintendent of Education:

Dear Sir—I have the honor, at your request, to submit the following report of Mississippi State Normal School for the years 1893–'94 and 1894–'95.

The enrollment for 1893–'94 was 202
Enrollment for 1894–'95 167

The low price of cotton is seen in this diminished enrollment. Eight were graduated; senior classes 32, but many never advanced farther.

COURSE OF STUDY.

In addition the literary course, we have pedagogy, school management, theory and practice of teaching, history of educational reformers, history of eminent teachers for the last three centuries, psychology, and a short course in Latin. But few complete the course for want of means.

RESOURCES.

The last two years the State appropriated but $2,000 for each year. This was expended in teachers' salaries and for insurance on building and furniture, and for fuel. From book rental for 1893–94, $272; from book rental for 1894–'95 $246.15. This money is used chiefly in buying text-books and for repairs, stoves, etc.

TEACHERS.

There are three teachers. In addition, however, the senior class does the work of one teacher as part of the normal course, without pay. The girls are taught sewing, and dress making and fitting by chart, and free-hand drawing. Instrumental and vocal music are also taught.

A SCRAP OF HISTORY.

Notwithstanding the large number we have in attendance annually, hailing from thirty to forty counties, and representing varied home life, I have yet to hear of one student of The State Normal who has been charged with crime in any State court. I have felt and do feel an interest in our normal students, as to their deportment when they leave us, and have used all the sources of information at my command to keep up with them, with the above result. A remarkable record.

THE BUILDING AND GROUNDS.

The cut gives a good idea of the building—a two-story brick with six rooms. The grounds are ample, protected by a good wire fence, and in a short time will be well and beautifully shaded.

APPARATUS.

We have apparatus with which to illustrate different subjects in chemistry, physics, astronomy and physiology.

CONCLUSION.

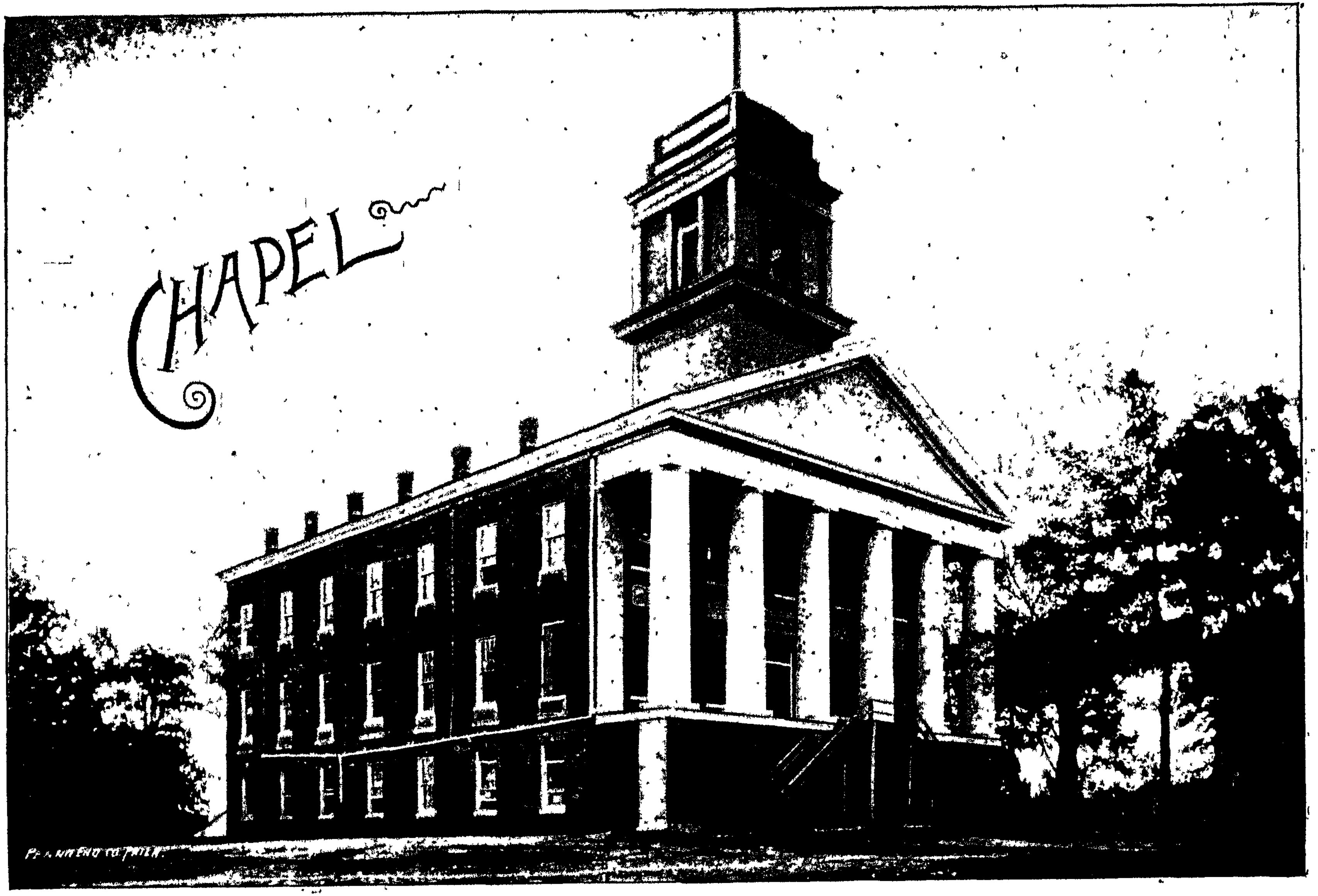
At this writing, November, our enrollment is larger than usual, and is an omen of a large increase in numbers. The student body is industrious and orderly, and easily managed.

ALCORN A. & M. COLLEGE.

THOS. J. CALLOWAY, PRESIDENT.

The past two years have been a period of quiet growth at Alcorn College. While radical changes have been avoided, some happy improvements have been made in two directions.

The special line of this institution is industrial work, including mechanical and industrial education. The word industrial is used to indicate such scientific training as is practicable and applicable to the duties of the people who constitute the patrons of this school. In determining this line the questions have arisen: Is there a negre problem? If so, how is it to be solved? And, thirdly, if it is to be solved by the schools, what solution shall the schools offer? Independent of these questions come the usual educational problems. Establishing our premises from these discussions we have reached the conclusion that our elemen-



PENNA PHOTO CO. PHILA.

ALCORN AGRICULTURAL AND MECHANICAL COLLEGE.

tary work, covering all our preparatory classes, should be thoroughly industrial. Also, that the work of our four college classes should be as thoroughly scientific. Hence we require every student as he passes through the preparatory classes, known in our curriculum as the Industrial Course, to take a trade.

If the student begin with the lowest grade he thus spends five years learning his trade before entering college, where he has further opportunity to practice his craft outside of school hours. At present we teach farming, carpentering, printing, blacksmithing and shoemaking. We shall add others in the near future.

During the four years in college we aim to make our instruction thoroughly scientific. Instead of laying stress upon methods of fencing, plowing, etc., as has been the case in the preparatory classes, we go into the chemical composition of soils, plants, etc., and open up research into the principles underlying scientific agriculture. The same results are aimed at in connection with other industries.

LATIN.

We are fully cognizant of the folly of some schools which have carried students over long courses of dead languages who were ignorant of English, only to find that they had built a classical superstructure upon an improper foundation, and that the product was a failure. Nevertheless, ages have testified to the value of Latin as a mental discipline. We have therefore established a voluntary course extending over three years and open to members of the college classes. This is the second year, and the volunteers are doing gratifying work.

ENROLLMENT.

The enrollment has increased from 293 in 1893–'94, to 305 in 1894–'95. The counties represented have increased from 26 in 1893–'94, to 33 in 1894–'95. Up to this writing, November 25, in the present year the enrollment is 225 from 35 counties.

FACULTY.

The faculty has undergone some change. Owing to the death of the late president Reynolds, a change was necessary. Mr. A. J. Wade, instructor in shoemaking, has been added. The office of secretary and disburser has been created and Mr. A. O. Coffin selected to fill the place. Mr. A. M. Davis a graduate, class of 1895, has succeeded Mr. R. B. Swayse as tutor. During the present term H. C. Ferguson, instructor in agriculture, died and the position is yet vacant. The others are, A. J. Howard, professor of mathematics; J. Anderson, professor of science; H. A. Clark, professor of English; H. L. Stiles, assistant in English; G. J. Williams, assistant professor of mathematics; C. A. Snodgrass, tutor; J. B. Bemis, instructor in carpentry; T. A. Greene, instructor in printing; M. Logan, instructor in blacksmithing.

DOORS OPENED TO GIRLS.

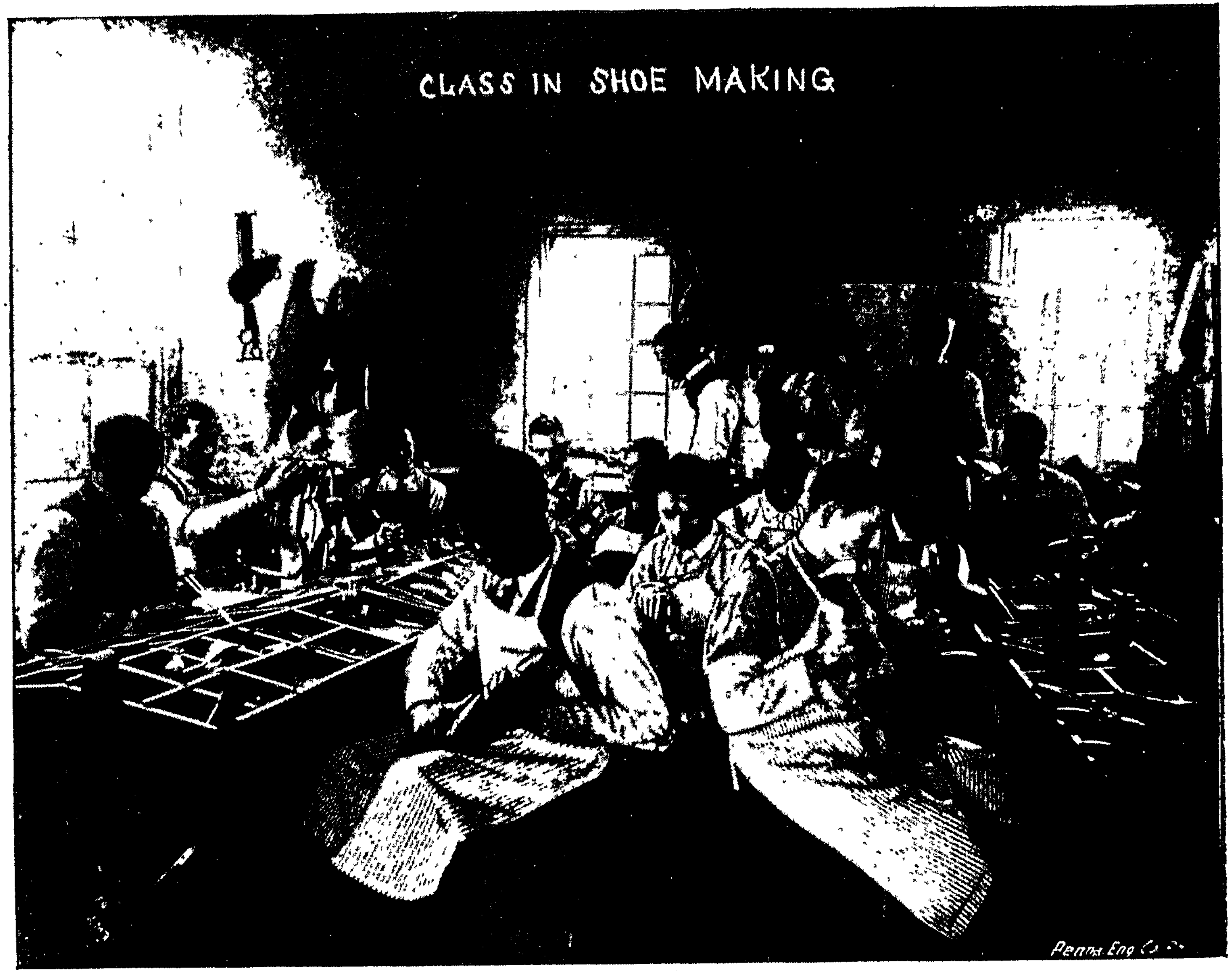
Through the decision of the Board of Trustees this Institution is soon so throw open its doors for girls. That the State can not afford the expense of separate schools for the the sexes is only one of the arguments in favor co-education. A more emphatic one is that when proper discipline is maintained both sexes are benefitted by class-room contact. At any rate whatever may be true with other races the youth of the negro race must be educated in ideas of home life and pure association best learned in co-educational institutions. A lare number of girls have already applied and it is only necessary to open the doors to to receive the extent of our accommodations.

GRADUATES.

Graduates of this institution are taking a high rank among their people in the communities where they go. J. A. Martin, '85, is principal of Yazoo City public school. B. F. Shannon, '87, is principal of Vicksburg public schools. Four of the graduates are members of our faculty, two of whom are assistant professors. Seventy-nine have been graduated, and with hardly an exception they are doing excellent work. Nine-tenths or more are teachers and farmers, combining the two occupations in such a way as to set examples of thrift for their people.

OUR PRODUCTS

It will naturally be a question in the minds of many as to the disposition of our products of farm and shops. The mess hall of the students furnishes a market for products of farm and garden. The products of the dairy find a ready sale to families and mess hall. Wagons, harrows, carts, wheel-barrows, iron beds, etc., of blacksmith shop are disposed of readily to citizens of neighborhood and to students' furniture department. Shoes and other things find ready market here.


CLASS IN SHOE MAKING
Penna. Eng. Co.

ALCORN AGRICULTURAL AND MECHANICAL COLLEGE.

SCHOLARSHIP.

While giving practicality to our industries, we do not lose sight of scholarship. Well-learned lessons are insisted upon and made necessary to continuance in the class.

BUILDINGS NEEDED.

Two disastrous fires visited us during the last session. Belles Lettres Hall, a beautiful building, used at the time as a dormitory, burned March 17th, and three days later our blacksmith shop was consumed. We have been absolutely unable to trace the causes of either fire. We are sadly in need of at least two new buildings, one for a girls domitory and the other for the use of all our shops, If we could secure these buildings and engine for shops, with shafting connections, we could double our capacity and efficiency for work.

OUR EXHIBIT.

With much effort we succeeded in sending an exhibit to Cotton States and International Exposition Co., Atlanta, Ga. It consists of one two-horse wagon, two iron beds, step-ladder, twelve pairs of shoes, examination papers, etc. The wagon won a bronze medal and the shoes secured a diploma of honorable mention. The superintendent of Fulton County Alms House is in correspondence now with reference to the purchase of a full supply of our iron beds for his establishment.

INSTITUTION FOR THE EDUCATION OF THE DEAF.

1893–'4—1894–'5.

J. R. DOBYNS, SUPERINTENDENT.

To Hon. J. R. Preston, State Superintendent of Education:

DEAR SIR—I beg leave to submit to you the following brief report of the operations of this Institution for the past biennial term as part of the educational system of the State.

There were admitted during the session of 1893–'4, ninety-one pupils, and during the sesion of 1894–'5, one hunred and one.

COURSE OF STUDY.

In substance, this comprises the public school course, modified so as to meet the needs of deaf children. Beginners are taught by means of the manual alphabet, simple object lessons, writing from actions, pictures and natural signs and speech.

Penmanship is taught throughout the whole course. Drawing and wood-carving are taught to all who have a talent for it.

Articulation and lip reading are taught to such pupils as show requisite ability for substantial improvement.

Our central aim is to enable pupils to use the English language correctly and readily, and pursue successfully, without the aid of an instructor, any vocation to which they may be adapted.

MORAL INSTRUCTION.

The Institution is non-sectarian, but thoroughly moral and religious instruction will be given, especially on the Sabbath, the nature of it being general, and such as is accepted by all churches and creeds.

INDUSTRIAL.

During this period the girls have been instructed in plain and fancy sewing and all kinds of needle-work, ironing, cooking and house-work; the boys in printing, cabinet and carpenter-work, farming, gardening and dairy work.

AURICULAR TRAINING,

Or the cultivation of the hearing, has received more attention during this year than ever before. We have a class of eleven which has been instructed daily. The hearing of some has been so cultivated as to be of very great service to them in communicating with speaking people. It would be a step in advance if we could employ a teacher whose whole time could be devoted to this work. So important has this form of instruction become, that it was made a department of our recent convention and received the hearty endorsement of all present.

CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF.

Our teachers are all members of the Convention of American Instructors of the Deaf, and three of them attended the fourteenth session, held at Flint, Michigan, July 2 to 9, 1895. It was a gathering of over three hundred teachers and superintendents, who spent a week in the most profitable discussions of the various methods of teaching and managing the deaf.

Very conspicuous among this number were many successful deaf teachers, both male and female, who had been educated and trained in the institutions there represented. This was one of the most striking proofs of the wisdom of educating the deaf I ever witnessed. I feel that the benefit to the pupils from the opportunities thus afforded the teachers will be incalculable, and the work of the institution will take on new life.

Besides the superintendent there are eight teachers in the literary department, one instructor in each of the following departments, viz: art and drawing, printing, cabinet and carpenter-work, needle-work, cooking, farming and gardening.

The faithful and successful work of teachers and instructors has been demonstrated in the progress of their pupils.

INSTITUTION FOR THE BLIND.

P. FAIRLY, SUPERINTENDENT.

The Institution for the Blind has been in successful operation for forty years. The building is of brick, three stories high, situated in the northern part of Jackson, on State street, and has a capacity for accommodating 65 pupils. There are ten acres of land connected with the building, upon which is raised sufficient vegetables for the inmates of the institution. The grounds and buildings are estimated at $75,000. It is purely a charitable institution, and all blind persons between the ages of 8 and 21 are received free of charge and are permitted to remain at school ten years—or longer upon an application by the superintendent to the board of trustees and their consent thereto. The Legislature, at its last session, appropriated $7,000 annually for the support of of the school, and $1,000 for repairs on the buildings.

Dr. W. S. Langley was appointed superintendent in 1875, and continued in this capacity until his death, which occurred in 1888. Through his influence the present commodious building was erected in the year 1881. Miss Maggie Langley succeeded her father as superintendent and served until January 1890, when she resigned and Dr. P. Fairly was appointed superintendent by Gov. Lowry, which position he holds at this time.

Five teachers are employed in the institution, viz: Miss Rhoda Carr, first literary teacher; Miss Agnes Green, second literary teacher, Miss Sophie D. Langley, music teacher;

Miss Rebecca Smith, teacher of handicraft, and Chas. Edmonson, teacher in the mechanical department. There are taught in the school all the English branches included in the State public school curriculum, using the same text-books. In addition to literary studies the girls are taught sewing, knitting an crocheting; and the boys are taught broom and mattress making and seating chairs.

The school is open nine months each year, with an average of thirty-five pupils.

STATISTICS
SEPARATE SCHOOL DISTRICTS,
1894-1895.

SEPARATE SCHOOL DISTRICTS—SUMMARY OF STATISTICAL TABLES—1893–'94.

	Totals for Both Races.	White.			Colored.		
		Male.	Female.	Total.	Male.	Female.	Total.
No. Educable children (1894).......	49,824	12,179	12,278	24,457	12,326	13,041	25,367
No. Pupils Enrolled..............	27,668	7251	8141	15,392	5356	6920	12276
No. Pupils in Average Attendance.	18,229	4969	6000	10,969	3077	4183	7260
No. Teachers Employed...........	562	88	291	379	60	123	183
Am't Paid in Teachers' Salaries....	$ 202,080 00	$ 52,415 00	$ 103,659 00	$ 156,074 00	$ 17,738 00	$ 28,268 00	$ 46,006.00
Average Salary Per Month.........	44 94	73 54	44 80	51 46	36 95	28 72	31 42
No. of Schools..................	59						
Length of time in Days...........	160						
Value of Houses and Lots.........	$ 592,170 00						
Value of Furniture...............	57,535 00						
Per Cent. of Enrolled in Av. At'nce..	66			71			59
No. Pupils Studying Each Branch	Spelling. 20,100	Reading. 21,429	Geography. 12,494	Arithmetic. 19,947	Mental Arithmetic. 9634	Grammar. 10,987	Composition. 8312
	U. S. History. 7060	Physiology. 3031	Natural Philosophy. 2242	History of Mississippi. 1630	Civil Government. 1157		

Cost of Tuition per Month for each in Average Attendance.........	$ 1 33
Exp'd to Each Educable Child.....	4 05
Exp'd to Each Enrolled...........	7 45
Exp'd to Each in Av. Attendance..	11 07

FINANCIAL.

Total Receipts..........................	$ 276,156 46
Disbursements..........................	259,630 00
Balance..................................	$ 16,526 46

TABLE I—1893-94.

SEPARATE SCHOOL DISTRICTS OF 1893-4 AND 1894-5.	ASSESSOR'S ENUMERATION, 1894.						
	White.			Colored.			Total Both Races.
	M.	F.	T.	M.	F.	T.	
Aberdeen	223	228	451	446	516	962	1413
Bay St. Louis	289	283	572	167	196	363	935
Biloxi	757	699	1456	143	175	318	1774
Bolton	48	55	103	40	37	77	180
Booneville	95	84	179	47	45	92	271
Brandon	81	85	166	63	76	139	305
Brookhaven	135	131	266	112	104	216	482
Canton	196	201	397	203	220	423	820
Charleston	47	67	114	100	74	174	288
Clarksdale	25	29	54	74	65	139	193
Coffeeville	32	43	75	44	44	88	163
Columbus	402	413	815	899	857	1756	2571
Corinth	207	252	459	172	205	377	836
Crystal Springs	131	156	287	38	28	66	353
Durant	127	126	253	267	231	498	751
Edwards	49	48	97	30	24	54	151
Ellisville	189	173	362	99	113	212	574
Enterprise	76	71	147	53	43	96	243
Eupora	73	70	143	39	30	69	212
Gloster	102	121	223	74	50	124	347
Greenville	336	367	703	890	973	1863	2566
Greenwood	125	122	247	208	185	393	640
Grenada	192	196	388	169	229	398	786
Hattiesburg	173	158	331	105	103	208	539
Hazlehurst	133	142	275	59	64	123	398
Hickory Flat	41	48	89	2	6	8	97
Hickory	68	75	143	32	31	63	206
Holly Springs	183	172	355	162	218	380	735
Iuka	103	100	203	31	26	57	260
Jackson	490	519	1009	606	808	1414	2423
Kosciusko	186	161	347	130	130	260	607
Laurel	95	83	178	86	48	134	312
Lexington	95	131	226	253	253	506	732
Macon	166	163	329	346	362	708	1037
McComb City	350	359	709	88	83	171	880
Magnolia	71	71	142	61	60	121	263
Meridian	939	863	1802	833	874	1707	3509
Natchez	725	750	1475	911	1034	1945	3420
Nettleton	54	65	119	100	98	198	317

TABLE I—CONTINUED.

SEPARATE SCHOOL DISTRICTS OF 1893-4 AND 1894-5.	ASSESSOR'S ENUMERATION, 1894.						
	White.			Colored.			Total Both Races.
	M.	F.	T.	M.	F.	T.	
New Albany	108	115	223	105	87	192	415
Okolona	166	172	338	238	252	490	828
Osyka	103	92	195	72	80	152	347
Oxford	221	184	405	78	84	162	567
Pass Christian	198	202	400	252	226	478	878
Poplarville	58	86	144	19	13	32	176
Pontotoc	66	55	121	57	58	115	236
Port Gibson	126	150	276	204	240	444	720
Sardis	116	143	259	199	220	419	678
Starkville	136	159	295	178	241	419	714
Summit	114	107	221	157	159	316	537
Terry	48	58	106	32	40	72	178
Tupelo	129	177	306	223	210	433	739
Verona	78	79	157	120	118	238	395
Vicksburg	1063	936	1999	1209	1288	2497	4496
Water Valley	369	376	745	270	203	473	1218
Waveland	89	85	174	8	9	17	191
Wesson	583	645	1228	26	25	51	1279
West Point	247	237	484	246	283	529	1013
Winona	144	153	297	155	157	312	609
Woodville	85	73	158	78	118	196	354
Yazoo City	276	262	538	328	361	689	1227

TABLE II. 1893-4.

SEPARATE SCHOOL DISTRICTS.	Enrollment.							Average Daily Attendance.							Teachers Employed.							Total re-c'pts for schools	Total ex-pended
	White.			Colored.			Both Races.	Both Races	White.			Colored.			Both Races.	White.			Color'd.				
	M	F	T	M	F	T			M	F	T	M	F	T		M	F	T	M	F	T		
Aberdeen	140	181	321	156	232	388	709	433	104	141	245	75	113	188	14	1	8	9	1	4	5	$ 6998 46	$ 6998 46
Bay St. Louis	76	62	138	52	69	121	259	207	68	52	120	43	54	97	6	1	2	3	..	3	3	3574 03	3405 18
Biloxi	182	174	356	37	32	69	425	237	109	99	208	16	13	29	7	1	5	6	1	..	1	3151 70	2957 30
Bolton	45	58	103	57	64	121	224	141	34	43	77	29	35	64	5	1	2	3	1	1	2	2008 54	1999 42
Booneville	71	75	146	34	33	67	213	180	64	70	134	16	30	46	5	2	2	4	1	..	1	1436 41	1240 56
Brandon	63	75	138	30	42	72	210	137	40	54	94	16	27	43	5	1	3	4	1	..	1	1441 62	1439 95
Brookhaven	104	96	200	70	74	144	344	290	83	76	159	63	68	131	11	..	7	7	1	3	4	5212 53	4582 23
Canton	92	118	210	150	165	315	525	403	74	94	168	115	120	235	10	3	3	6	1	3	4	5559 98	4928 76
Charleston	35	45	80	44	40	84	164	119	25	28	53	30	36	66	4	1	1	2	1	1	2	1037 14	1037 00
Clarksdale	35	26	61	82	71	153	214	113	23	19	42	37	34	71	4	1	1	2	1	1	2	2397 03	2300 46
Coffeeville	30	41	71	35	36	71	142	98	28	32	60	18	20	38	5	1	2	3	1	1	2	2420 79	2396 52
Columbus	262	275	537	326	444	770	1307	840	179	201	380	168	292	460	19	2	9	11	3	5	8	9906 09	9329 72
Corinth	148	161	309	79	109	188	497	288	91	114	205	31	52	83	10	1	6	7	2	1	3	3900 01	3886 67
Crystal Springs	99	128	227	....	...	....	227	178	77	101	178	...	...	...	6	1	5	6	..	..	..	4006 39	4148 26
Durant	100	90	190	65	76	141	331	198	66	59	125	34	39	73	7	2	3	5	2	..	2	2433 56	2043 99
Edwards	26	21	47	....	....	....	47	43	22	21	43	...	...	...	3	1	2	3	..	..	..	1730 14	1774 11
Ellisville	110	115	225	43	50	93	318	159	65	60	125	17	17	34	5	2	2	4	1	..	1	1677 43	1592 57
Enterprise	62	51	113	19	38	57	170	130	50	40	90	14	26	40	4	1	2	3	1	..	1	2072 95	1991 59
Eupora	64	74	138	10	20	30	168	102	36	47	83	6	13	19	5	3	1	4	1	..	1	1831 30	1798 12
Gloster	125	120	245	30	19	49	294	187	82	86	168	12	7	19	7	2	4	6	1	..	1	3538 34	3407 60
Greenville	181	240	421	271	381	652	1073	811	145	206	351	201	259	460	22	2	11	13	..	9	9	10,509 06	10 509 06
Greenwood	89	88	177	125	156	281	458	251	47	50	97	46	108	154	8	1	3	4	2	2	4	3446 00	3426 00
Grenada	142	148	290	100	129	229	519	372	90	100	190	75	107	182	11	1	7	8	1	2	3	6528 08	6230 62
Hattiesburg	138	128	266	63	45	108	374	196	69	62	131	35	30	65	6	1	4	5	1	..	1	2268 27	1993 47
Hazlehurst	115	134	249	28	32	60	309	264	97	128	225	18	21	39	9	2	6	8	1	..	1	7218 31	6530 25
Hickory Flat	34	36	70	....	....	....	70	50	20	30	50	...	...	...	3	2	1	3	..	..	..	433 48	433 26

Holly Springs	90	48	138	86	99	185	323	165	57	20	77	39	49	88	8	2	2	4	2	2	4	$ 3438	29	$ 2950	25
Iuka	68	67	135	36	45	81	216	147	47	51	98	22	27	49	6	2	2	4	1	1	2	1901	50	1790	91
Jackson	320	371	691	310	361	671	1362	926	250	292	542	167	217	384	25	2	14	16	1	8	9	16 005	45	13,413	81
Kosciusko	152	135	287	102	120	222	509	243	81	80	161	30	52	82	9	4	2	6	1	2	3	5001	19	4738	37
Laurel	67	50	117	23	24	47	164	92	32	37	69	11	12	23	3	1	1	2	..	1	1	729	22	729	22
Lexington	60	86	146	50	67	117	263	174	44	68	112	25	37	62	6	3	1	4	1	1	2	2340	76	2055	55
Macon	104	119	223	125	175	300	523	373	71	85	156	92	125	217	12	2	4	6	2	4	6	5865	68	5190	36
McComb City	233	263	496	61	74	135	631	377	138	157	295	39	43	82	8	2	4	6	1	1	2	3751	46	3722	84
Magnolia	83	85	168	47	57	104	272	177	62	69	131	19	27	46	6	2	2	4	1	1	2	1736	15	1649	99
Meridian	614	803	1417	263	351	614	2031	1544	424	688	1112	194	238	432	46	1	32	33	1	12	13	24,454	07	22,638	62
Natchez	264	320	584	383	454	837	1421	714	137	181	318	153	243	396	28	1	14	15	1	12	13	12,277	70	12,209	74
Newton	87	111	198	19	34	53	251	129	39	58	97	11	21	32	4	1	2	3	..	1	1	1962	20	1784	15
New Albany	88	109	197	75	83	158	355	181	52	69	121	26	34	60	6	2	2	4	..	2	2	1501	80	1501	80
Okolona	121	138	259	139	186	325	584	349	81	96	177	77	95	172	13	2	5	7	2	4	6	3427	23	3336	16
Osyka	107	90	197	52	63	115	312	180	59	58	117	24	39	63	6	1	3	4	1	1	2	1246	89	1206	00
Oxford	156	147	303	99	98	197	500	439	142	132	274	84	81	165	10	1	6	7	1	2	3	6159	39	5996	66
Pass Christian	40	14	54	42	30	72	126	73	12	18	30	24	19	43	5	2	1	3	1	1	2	2305	35	1575	95
Pontotoc	73	58	131	54	52	106	237	150	47	40	87	25	38	63	5	1	2	3	1	1	2	1337	02	1312	19
Poplarville	54	91	145	17	17	34	179	107	31	59	90	9	8	17	4	2	1	3	1	..	1	1813	26	1747	00
Port Gibson	79	98	177	110	132	242	419	272	49	66	115	71	86	157	9	1	4	5	1	3	4	3127	16	4329	75
Sardis	125	165	290	102	133	235	525	249	61	90	151	41	57	98	9	1	4	5	1	3	4	5718	19	4170	83
Starkville	72	108	180	113	143	256	436	330	70	100	170	70	90	160	9	1	4	5	3	1	4	2658	10	2593	85
Summit	101	99	200	71	88	159	359	214	62	58	120	38	56	94	8	..	5	5	1	2	3	2950	80	2742	36
Terry	60	58	118	33	35	68	186	137	37	44	81	27	29	56	4	1	1	2	..	2	2	1176	90	1050	90
Tupelo	93	150	243	108	118	226	469	318	73	113	186	67	65	132	10	1	6	7	1	2	3	3347	94	3327	22
Verona	42	41	83	7	11	18	101	75	33	32	65	3	7	10	3	1	1	2	1	.	1	1035	31	1084	42
Vicksburg	354	413	767	411	755	1166	1933	1215	267	370	637	239	339	578	37	2	20	22	1	14	15	29 939	35	25,831	03
Water Valley	297	326	623	125	225	350	973	650	200	175	375	100	175	275	23	1	18	19	1	3	4	6053	07	6939	00
Waveland	50	42	92	....	....	....	92	73	39	34	73	...	...	..	2	1	1	2	..	..	..	870	72	824	88
Wesson	211	339	550	31	27	58	608	523	171	313	484	18	21	39	12	2	9	11	1	.	1	7662	08	8029	41
West Point	142	165	307	133	206	339	646	454	132	146	278	70	106	176	13	2	6	8	2	3	5	6272	29	5755	97
Winona	139	135	274	95	109	204	478	262	70	78	148	45	69	114	8	2	3	5	..	3	3	2336	49	2319	89
Yazoo City	137	137	274	128	191	319	593	480	111	110	221	102	157	259	14	1	7	8	2	4	6	8925	81	8699	79

TABLE III.—1893-4.

	Amount paid in Teachers' Salaries.							Average Monthly Salaries.									
	White.			Colored.				White.			Colored.						
	M.	F.	T.	M.	F.	T.	Both Races.	M.	F.	T.	M.	F.	T.	Both Races.	No. days.	Total Assessed value of all property—1894.	No. Mills Loc. levy.
Aberdeen .	$1000	$ 2560	$ 3560	$ 320	$ 720	$1040	$ 4600	$100 00	$38 60	$45 42	$38 60	$21 60	$25 00	$37 85	166	$ 858,621	1½
Bay St. L .	525	490	1015	.... .	665	665	1680	75 00	35 00	48 33	....	39 66	39 66	40 00	140	617,870	4
Biloxi......	595	1435	2030	280	.....	280	2310	75 00	39 16	51 00	30 00	20 00	25 00	40 90	140	....	....
Bolton.....	675	705	1380	270	180	450	1830	......	... .	.....	......	......	......	......	180	136,712	6
Booneville.	470	350	820	143	... .	143	963	45 00	25 00	35 00	25 00	......	25 00	33 00	140	228,178	3
Brandon ..	350	770	1120	280	.....	280	1400	50 00	36 66	43 33	40 00	.....	40 00	41 66	139	175,000	6
Brookh'n...	.....	2724	2724	350	647	997	3721	.. ...	43 23	43 23	50 00	37 40	47 14	45 67	160	685,463	4
Canton.....	1080	1080	2160	450	675	1125	3285	60 00	40 00	48 00	50 00	25 00	31 25	40 55	180	764,816	3
Charleston	400	240	640	160	80	240	880	....	....	......	.....	....	....	.. ..	160	98 529	....
Clarksd'le..	659	442	1101	450	225	675	1776	85 00	49 16	69 08	50 00	25 00	37 50	52 29	197	201,464	5
Coffeeville.	800	615	1415	225	.. .	225	1640	88 88	25 00	53 94	25 00	.....	25 00	40 97	180	133,385	9
Columbus .	1925	4622	6547	810	1135	1945	8492	75 00	57 06	58 86	39 56	23 00	28 66	45 80	180	1,729,850	1⅛
Corinth....	801	1485	2286	525	108	633	2919	82 50	41 66	51 87	37 50	20 00	31 66	46 36	140	527,769	5
Crys. Sps..	800	2096	2896	.....	... .	... .	2896	100 00	44 00	53 33	.. ...	......	.....	53 33	160	434,078	3
Durant.....	945	598	1543	224	30	254	1797	62 50	31 66	46 00	30 00	.....	30 00	41 42	140	414,780	4
Edwards...	800	850	1650	.....	.....	.....	1650	80 00	42 50	55 00	.....	.....	.....	55 00	200	205,158	3
Ellisville...	805	490	1295	210	....	210	1505	57 50	35 00	46 25	30 00	....	30 00	43 00	140	344,686	2½
Enterp'se..	637	610	1247	210	.....	210	1457	75 00	35 00	48 33	30 00	.. ..	30 00	43 77	170	111,472	7½
Eupora	815	140	955	100	...	100	1055	67 80	35 00	59 60	25 00	.....	25 00	53 83	140	128,090	3¼
Gloster....	840	854	1694	195	... .	195	1889	60 00	30 47	40 33	27 86	....	27 86	38 56	140	254,322	8
Greenville .	1650	4800	6450	... .	2195	2195	8645	126 92	58 33	91 62	......	32 20	32 20	61 91	160	3,280,410	1
Greenwood	9 0	1350	2250	745	230	975	3225	100 00	50 00	62 50	40 00	25 00	35 00	50 71	180	607,650	....
Grenada ..	900	2115	3015	360	358	718	3733	100 00	33 06	66 53	40 00	41 06	40 53	53 53	180	744,103	4
Hattiesb'g	525	1051	1570	210	140	350	1926	75 00	37 50	45 10	30 00	20 00	25 00	40 62	140	394,998	3
Hazelh'r't.	1485	2565	4050	320	... .	320	4370	80 00	40 00	50 00	40 00	......	40 00	48 90	180	462,203	4½
Hick. Flat.	344	115	459	.....	.....	.....	459	34 54	22 97	28 75	.....	....	......	28 75	140	45,141	4

H. Springs	$1461	$ 678	$ 2129	$ 452	$ 253	$ 705	$ 2834	$ 87 50	$40 00	$63 99	$32 50	$21 00	$26 75	$40 25	180	$ 599,244	3
Iuka.....	1090	....	1090	328	75	403	1493	44 04	......	44 04	48 21	15 00	31 60	39 96	140	212,092	3½
Jackson ...	1980	5265	7245	630	2205	2835	100,80	110 00	41 78	50 27	70 00	30 62	35 00	44 80	180	2,481,695	2½
Kosciusko.	990	1440	2430	495	432	927	3357	55 00	40 00	45 00	55 00	27 50	36 66	42 22	180	584.801	3
Laurel....	350	210	560	...	126	126	686	50 00	30 00	40 00	......	18 00	18 00	29 00	140	102,610	....
Lexington.	1020	280	1300	275	245	520	1820	48 64	40 00	46 48	35 00	25 00	30 00	40 97	140	416,070	3
Macon....	1540	1440	2980	450	1125	1575	4555	85 55	40 00	55 11	25 00	31 25	29 16	42 17	180	620,497	5
McComb..	1050	1085	2135	280	170	450	2585	75 00	38 75	50 87	40 00	25 00	32 50	45 00	140	236,992	3
Magnolia..	1085	560	1645	259	152	411	2056	77 50	40 00	68 75	35 00	25 00	30 00	49 17	140	195,796	3
Meridian .	2181	13,405	15,586	540	2238	2778	18,364	200 00	44 68	56 73	38 33	21 56	29 94	46 20	180	4,562,243	3
Natchez ..	1170	4960	6130	675	4320	4995	11,125	130 00	40 00	46 00	75 00	40 00	42 70	44 45	180	3,386,072	1¾
Newton....	1000	730	1730	.....	50	50	1780	111 10	34 76	57 66	...	16 65	16 65	55 62	140	107,176	6
N. Albany	645	405	1050	....	236	236	1286	53.54	28 92	41 23	......	21 50	21 50	34 74	140	188,305	3
Okolona ..	1262	1109	2371	324	432	756	3127	87 50	30 80	47 00	22 50	15 00	17 50	33 37	144	302,304	3
Osyka	350	520	870	210	71	281	1151	50 00	28 33	33 75	30 00	12 50	21 25	29 58	140	97,020	3
Oxford....	1125	2295	3420	360	315	675	4095	125 00	42 29	54 11	40 00	18 50	25 60	45 50	180	658,928	4
P. Christ'n	345	305	650	428	245	673	1323	60 00	35 00	47 50	50 00	35 00	42 50	45 00	170	....	....
Pontotoc..	420	525	945	224	47	271	1216	60 00	37 50	45 00	32 00	18 00	25 00	37 60	140	182,737	3
Popla'ville	1020	270	1290	181	...	181	1471	51 77	30 04	44 52	20 12	......	20 12	38 42	188	105,793	7
P. Gibson.	783	1485	2268	540	833	1373	3641	87 00	41 15	50 40	60 00	30 84	38 13	44 95	180	643,196	3
Sardis	900	1620	2520	315	360	675	3195	100 00	45 00	56 00	35 00	20 00	23 75	41 66	180	381,562	3
Starkville..	600	1070	1670	405	160	565	2235	75 00	29 50	37 08	21 66	20 00	21 25	30 75	160	350,000	4
Summit....	.....	1480	1480	400	480	880	2360	....	37 00	37 00	50 00	30.00	36 66	36 75	160	3620 00	....
Terry.....	455	245	700	.....	385	385	1085	65 00	35 00	50 00	......	27 50	27 50	38 75	140	137,476	3
Tupelo ...	700	1680	2380	280	215	495	2875	100 00	40 00	48 57	40 00	16 25	24 16	41 25	140	555,538	3
Verona ...	455	245	700	205	....	205	905	65 00	35 00	50 00	29 30	......	29 30	43 09	140	117,013	2
Vicksburg	1900	13,036	14,936	675	3828	4503	19.439	100 00	68 60	71 45	71 40	28 85	31 58	52 57	190	4,446 573	2½
W. Valley.	1125	3872	4997	532	341	873	5870	125 00	33 07	37 90	39 00	19 80	24 60	35 5	180	536,099	4
Waveland.	440	233	673	.....	...	.....	673	55 00	29 06	42 03	......	......	......	42 03	160	....	1
Wesson....	1458	3099	4557	213	....	213	4770	83 00	35 00	43 63	25 00	......	25 00	42 08	175	1,162,815	1½
W. Point..	1490	1540	3030	350	210	560	3590	90 55	36 66	50 13	25 00	15.00	19 00	38 16	140	696,785	3
Winona...	849	805	1654		346	346	2000	75 00	38 35	53 20	......	20 25	20 25	46 45	140	651,887	2
Yazoo City	450	2625	3075	875	985	1860	4935	75 00	42 26	48 05	48 61	37 88	42 27	46 36	180	1,782,300	3½

TABLE IV.

	Value of School Property.			Number of Pupils Studying Each Branch.												Per Capita Exp'nt'es.		
	Houses.	Lots.	Total Value.	Spelling.	Reading.	Geography.	Arithmetic.	Mental Arith	Grammar.	Composition.	U. S. Hist'y.	Physiology.	Natu'l Phil'y.	Miss. Hist'y	Civil Gov't	Educ'e Chil'n	Enrol'd	Aver'e Attend.
Aberdeen..........	$ 32,000	$ 2000	$ 34 000	562	496	459	475	459	278	26	210	44	15	....	27	$ 4 95	$ 9 87	$16 16
Bay St. Louis.......	5300	600	5900	304	245	130	260	165	100	67	80	7	5	...	6	2 37	6 48	7 74
Biloxi........... ...	9000	1000	10,000	325	425	159	417	379	160	160	89	29	6	....	....	1 57	5 43	9 70
Bolton.	2500	650	3150	160	215	101	161	141	100	100	75	30	...	24	22	11 13	8 94	14 21
Booneville.....	2000	200	2200	240	206	151	237	180	94	68	121	69	52	26	33	4 26	4 95	6 41
Brandon...........	2500	200	2700	208	210	139	172	60	82	99	61	16	11	20	17	5 22	7 46	11 50
Brookhaven	9650	750	10,400	381	420	372	393	318	240	243	28	35	25	28	28	7 71	10 81	12 14
Canton	2500	300	2800	340	305	220	367	180	176	120	155	50	43	45	10	4 00	6 25	8 15
Charleston	1000	500	1500	..	..	..	....	...	...	....	....	....	...	...	....	3 06	5 37	7 40
Clarksdale	4000	500	4500	136	198	85	153	20	66	61	23	15	6	....	4	11 92	10 75	20 35
Coffeeville	4000	1000	5000	70	65	50	63	30	55	37	50	48	21	25	20	14 70	16 87	24 25
Columbus..........	30,000	1300	31,300	1070	1163	518	980	413	436	576	421	157	34	80	44	3 57	7 14	11 16
Corinth............	3000	225	3225	423	394	297	401	141	451	164	203	50	40	70	43	4 65	7 82	13 49
Crystal Springs.....	8000	1000	9000	106	106	84	98	72	84	78	201	37	17	32	32	12 06	18 27	23 30
Durant	2000	200	2200	285	296	167	262	179	197	61	102	55	....	...	...	4 22	6 17	10 32
Edwards.....	3500	650	4150	47	47	28	47	47	15	47	15	8	10	12	20	11 74	37 74	41 25
Ellisville..........	8000	1000	9000	252	252	112	147	18	27	35	40	..	....	18	18	2 61	4 74	9 46
Enterprise	1200	300	1500	92	111	60	85	70	66	46	37	28	27	14	12	6 00	8 43	11 20
Eupora	1200	100	1300	138	110	125	115	40	60	25	100	15	15	35	35	8 38	8 38	17 42
Gloster.............	8000	500	8500	245	245	131	124	51	91	...	125	14	13	7	8	9 82	11 55	18 22
Greenville	15,000	2000	17,000	446	446	296	438	438	289	410	117	116	17	22	22	4 09	9 89	12 94
Greenwood	4500	800	5300	319	445	194	297	71	118	21	116	49	14	11	14	5 38	7 54	13 72
Grenada	19,000	1500	20,500	424	456	267	413	109	201	28	131	72	15	15	9	7 70	12 00	17 01
Hattiesburg.........	3000	1500	4550	310	290	275	290	100	200	100	250	100	50	22	10	3 72	5 34	10 05
Hazlehurst..	20,000	3000	23,000	196	196	159	212	150	135	204	150	101	25	54	25	16 41	21 13	24 73
Hickory Flat........	1500	100	1600	75	50	35	50	40	35	25	30	20	40	35	25	4 85	6 72	9 41

Holly Springs	$ 5000	$ 200	$ 5200	286	306	175	273	101	212	96	65	22	5	14	..	$ 4 12	$10 27	$20 12
Iuka	200	56	256	210	140	130	163	26	76	20	68	76	10	....	..	5 13	6 18	9 08
Jackson	37,500	2500	40,000	1295	1125	450	1040	312	303	437	184	60	12	50	25	5 53	9 84	14 48
Kosciusko	4000	300	4300	356	283	251	397	327	205	82	151	52	8	..	6	7 73	9 25	19 39
Laurel	600	100	700	120	75	33	72	9	38	28	27	14	14	1	11	2 10	4 18	7 45
Lexington	6000	300	6300	240	235	130	185	150	150	100	75	30	12	10	10	4 70	7 85	11 81
Macon	10,500	500	11,000	444	451	306	521	226	301	185	181	55	26	28	28	5 00	9 92	13 89
McComb City	4000	500	4500	501	525	284	525	133	231	202	329	24	...	63	18	2 94	4 09	6 84
Magnolia	2500	300	2800	190	190	60	190	20	60	18	75	18	15	18	18	7 40	7 57	11 63
Meridian	90,000	10,000	100,000	2031	2031	1127	2031	769	1117	2031	418	460	1164	357	247	4 50	7 96	10 40
Natchez	25 000	1500	26,500	1125	1185	690	1012	232	440	565	395	87	76	35	11	3 56	8 66	17 10
Newton	2700	300	3000	197	135	117	184	92	65	130	63	24	18	...	....	5 61	7 09	13 08
New Albany	1200	200	1400	355	338	132	337	26	125	100	70	20	14	11	15	3 09	2 71	3 62
Okolona	30,000	1150	31,150	430	560	259	449	302	449	258	268	50	31	30	30	4 03	5 70	9 56
Osyka	2500	350	2850	190	205	130	210	34	115	24	75	29	17	25	4	3 32	3 68	6 38
Oxford	15,000	1000	16,000	201	276	149	232	137	247	110	87	46	55	24	24	7 22	8 10	9 33
Pass Christian	1500	300	1800	108	116	64	117	52	63	60	36	9	...	5	..	1 90	10 50	18 29
Pontotoc	4000	200	4200	165	172	95	165	102	105	27	64	40	37	...	15	5 55	5 53	8 74
Poplarville	4500	400	4900	154	122	95	155	34	65	35	61	35	4	35	3	8 35	8 21	13 74
Port Gibson	5000	500	5500	395	358	188	419	59	147	151	113	17	4	14	4	5 99	10 33	15 94
Sardis	6400	300	6700	300	316	197	278	199	213	6	109	34	13	...	...	4 71	6 44	12 83
Starkville	3500	75	3575	391	406	221	356	134	163	60	185	67	19	47	48	4 42	6 64	8 78
Summit	2000	400	2400	324	324	231	320	155	129	129	95	17	20	32	5	4 39	6 57	11 00
Terry	2000	400	2400	157	221	100	173	61	69	50	65	6	...	....	....	5 97	5 64	7 67
Tupelo	15,250	750	16,000	402	348	344	466	186	345	194	126	37	25	37	25	4 45	7 09	10 46
Verona	950	225	1175	90	48	51	69	26	40	8	48	28	10	7	4	3 12	10 73	14 46
Vicksburg	25,000	5000	30,000	1735	1811	1249	1915	1002	908	1061	350	138	78	103	18	3 10	7 75	12 25
Water Valley	8000	1500	9500	600	600	360	600	300	400	50	270	180	30	70	20	5 69	7 13	10 67
Waveland	500	100	600	80	80	28	80	24	60	40	24	24	10	....	...	4 25	7 30	9 20
Wesson	13,000	2000	15,000	408	408	271	276	195	195	195	195	17	62	....	62	4 49	9 38	10 90
West Point	17,000	2000	19,000	480	555	424	469	150	509	529	210	309	2	18	18	5 68	8 91	12 67
Winona	9500	1000	10,500	287	325	172	268	180	160	50	55	45	32	39	20	3 80	4 85	8 85
Yazoo City	35,520	2000	37,520	593	593	63	187	593	75	75	61	27	....	41	41	9 07	14 67	18 12

TREASURERS' REPORTS.

RECEIPTS

	Aberdeen.	Bay St. Louis.	Biloxi.	Bolton.	Booneville.	Brandon.	Brookhaven.	Canton.	Coffeeville.
Balance	$ 16 31	$ 29 01	$ 223 76	....	....	$ 03	$ 578 00	$ 696 74	$ 116 73
State distribution	1779 38	850 59	2191 73	$ 382 92	$ 426 82	389 77	563 15	1062 94	123 01
Polls	495 72	420 98	426 80	104 76	42 70	116 40	329 80	334 40	87 30
City levy	1307 40	541 17	....	1139 28	596 86	935 42	2541 94	2054 25	1349 46
From Co., for Co. pupils	193 80	1450 00	....	328 01	203 08	170 60	256 30	199 45	200 00
From Co. pupils, tuition fees	....	....	....	....	....	....	129 75	....	99 60
Chickasaw fund	205 85	....	....	....	166 95	....	....	....	....
Other sources	1500 00	....	309 41	53 57	....	....	....	....	82 35
Special tax for building	1500 00	1717 78	....	....	....	....	813 59	....	362 34
Total receipts	$ 6998 46	$ 3574 03	$ 3151 70	$ 2008 54	$ 1436 41	$ 1441 62	$ 5212 53	$ 5559.98	$ 2420 79
DISBURSEMENTS									
Salary of County Superin't	$ 76 66	$ 82 85	$ 214 40	....	$ 15 30	$ 14 25	....	$ 99 98	$ 12 60
Sal'y of City Supt. (or Prin.)	1000 00	....	875 00	....	....	....	....	1125 00	800 00
Salaries of teachers	3600 00	1680 00	1435 00	1762 65	1108 42	1395 98	$ 3721 25	3285 00	840 00
Treasurer's commissions	....	88 63	140 80	....	26 64	....	103 93	145 78	....
Fuel and janitor's wages	624 65	29 25	257 10	100 65	....	14 27	....	90 00	130 70
Rent and repairs	....	76 00	35 00	....	....	15 15	....	170 00	106 37
Building	....	1409 87	....	....	....	....	....	....	....
Interest on bonds	1500 00	....	....	....	....	....	757 05	....	392 00
Incidentals	197 15	38 58	....	136 12	90 20	30	....	(a) 13 00	114 85
Total disbursements	$ 6998 46	$ 3405 18	$ 2957 30	$ 1999 42	$ 1240 56	$ 1439 95	$ 4582 23	$ 4928 76	$ 2396 52
Balance forward	....	183 37	194 40	9 12	195 85	1 67	630 30	631 22	24 27
Deficit	....	....	....	....	....	....	....	....	....
Amount unpaid bonds	25,000 00	1773 26	....	1700 00	....	....	10,500 00	....	3100 00

(a) Includes $3 70, the Marshal's fee for collecting $73.95 of the amount paid by the county for county pupils.

TREASURERS' REPORTS.

RECEIPTS.

	Clarksdale.	Columbus.	Corinth.	Crystal Springs.	Durant.	Edwards	Ellisville.	Enterprise.	Eupora.
Balance	$ 514 57	$ 368 55	$ 50 38		$ 78 06		$ 107 20	$ 5 58	$ 167 68
State diitribution	105 05	3984 38	835 18	$ 489 74	844 25	281 61	344 47	555 22	109 26
Polls	238 62	818 68	471 44	278 00	190 12		287 11	122 00	168 78
City levy	1039 92	2209 87	2162 12	1317 59	1234 28	518 70	938 65	1161 90	412 67
From Co. for Co. pupils	130 87	126 03	85 85	504 46	86 85	382 31		157 00	240 55
From Co. pupils, tuition fees	66 00			507 52		219 50			94 60
Chickasaw fund		(a) 2398 55	295 04			(a) 150 00			228 75
Other sources				176 50		178 02		71 25	
Special tax for building				732 58					409 01
Total receipts	$ 2397 03	$ 9906 09	$ 3900 01	$ 4006 39	$ 2433 56	$ 1730 14	$ 1677 43	$ 2072 95	$ 1831 30
DISBURSEMENTS.									
Salary of County Superin't.		$ 240 00	$ 122 82	$ 20 00			$ 48 00		$ 11 60
Sal'y of City Supt. (or Prin.)		1249 92	630 00	800 00				$ 637 50	525 00
Salaries of teachers	$ 1776 25	7242 50	2197 25	2096 34	1797 25	1650 00	1505 00	820 00	655 00
Treasurer's commissions			77 00		52 56		39 59	89 04	20 72
Fuel and janitor's wages	149 11	198 25	96 50		59 23	98 10			55 45
Rent and repairs	369 30	285 70	562 18	764 00	120 00	5 00			214 00
Building				112 16					300 00
Interest on bonds				720 00					16 35
Incidentals	14 80	115 35	200 92	233 12	14 95	21 01		445 05	
Total disbursements	$ 2300 46	$ 9329 72	$ 3886 67	$ 4148 26	$ 2043 99	$ 1774 11	$ 1592 57	$ 1991 59	$ 1798 12
Balance forward	96 57	576 37	13 34		389 57		84 84	81 36	33 18
Deficit				141 87		33 97			
Amount unpaid bonds				9000 00		600 00			200 00

(a) Township fund.

TREASURERS' REPORTS.

RECEIPTS.

	Gloster.	Greenville.	Greenwood.	Grenada.	Hattiesburg.	Hazlehurst.	Hickory Flat.	Holly Springs	Iuka.
Balance	$ 108 89	$ 1943 68	$ 18 38	$ 843 95	$ 203 14	$ 873 26	....	$ 311 82	$ 50 77
State distribution	334 95	2969 34	677 84	921 91	682 27	523 74	135 45	1093 97	446 70
Polls	25 22	777 10	329 80	638 26	335 62	178 47	25 00	118 00	96 90
City levy	2034 56	2085 00	....	2175 54	1047 24	2235 15	103 07	1650 00	795 65
From Co., for Co. pupils	199 41	....	....	....	....	516 64	169 96	....	(c) 310 26
From Co. pupils, tuition fees	837 71	....	....	61 00	....	530 85	....	....	....
Chickasaw fund	....	....	....	....	....	....	....	264 50	201 22
Other sources	7 60	2000 00	2419 98	201 80	....	629 95	....	....	....
Special tax for building	....	733 94	....	1685 62	....	1730 25	....	....	....
Total receipts	$ 3538 34	$ 10,509 06	$ 3446 00	$ 6528 08	$ 2268 27	$ 7218 31	$ 433 48	$ 3438 29	$ 1901 50

DISBURSEMENTS

	Gloster.	Greenville.	Greenwood.	Grenada.	Hattiesburg.	Hazlehurst.	Hickory Flat.	Holly Springs	Iuka.
Salary of County Superin't.	$ 9 75	....	....	$ 199 95	$ 126 31	$ 18 00	....	$ 42 00	$ 28 40
Sal'y of City Supt. (or Prin.)	560 00	1830 00	$ 900 00	....	525 00	900 00	....	....	....
Salary of teachers	1936 75	6815 00	2325 00	3732 75	1137 50	3150 00	$ 421 89	2834 32	1645 69
Treasurer's commissions	....	....	100 00	182 95	51 62	59 85	....	71 96	....
Fuel and janitor's wages	150 45	346 00	85 00	138 57	....	702 40	....	....	....
Rent and repairs	230 41	475 00	16 00	36 95	....	....	....	....	111 59
Building	....	400 00	....	....	....	....	....	....	....
Interest on bonds	511 90	....	....	1900 00	....	1700 00	....	....	....
Incidentals	8 34	643 06	....	39 45	153 01	....	11 37	1 97	4 23
Total disbursements	$ 3407 60	$ 10,509 06	$ 3426 00	$ 6230 62	$ 1993 47	$ 6530 25	$ 433 26	$ 2950 25	$ 1790 91
Balance forward	130 73	....	20 00	297 46	274 80	688 06	22	488 04	111 59
Deficit	....	733 94	....	....	....	....	....	....	....
Amount unpaid bonds	7600 00	....	....	7500 00	....	25,000 00	....	....	....

(a) Interest on borrowed money. (b) Insurance. (c) This sum taken from Co. Treas' report. It is added in disb's to te'h's sal's,

TREASURERS' REPORTS.

RECEIPTS.

	Jackson.	Kosciusko.	Laurel.	Lexington.	Macon.	McComb City.	Magnolia.	Meridian.	Natchez.
Balance	$ 2836 59	....	$ 28 70	$ 192 35	$ 427 35	$ 801 95	....	$ 189 92	$ 33 27
State distribution	3377 91	$ 681 65	266 49	499 16	1378 87	795 43	323 50	3836 33	4745 66
Polls	721 42	426 30	121 75	195 94	236 69	432 38	152 00	2551 16	1158 00
City levy	7691 71	1923 79	261 06	1101 76	3347 14	1344 48	754 13	16,055 40	6070 67
From Co., for Co. pupils	1055 32	317 70	....	351 55	390 03	21 75	359 02	....	270 00
From Co. pupils, tuition fees	412 50	....	7 00	....	85 60	12 12	....	....	....
Chickasaw fund	....	....	....	....	....	....	....	....	....
Other sources	....	1651 75	44 28	....	....	343 20	(a) 147 50	....	....
Special tax for building	....	....	....	....	....	....	....	1821 26	....
Total receipts	$16,095 45	$ 5001 19	$ 729 22	$ 2340 76	$ 5865 68	$ 3751 46	$ 1736 15	$24,454 07	$12,277 70
DISBURSEMENTS.									
Salary of County Superin't	....	$ 38 85	....	....	$ 48 96	$ 50 40	$ 18 90	$ 175 62	$ 285 60
Sal'y of City Supt. (or Prin)	$1350 00	900 00	$ 350 00	....	1000 00	630 00	540 00	2181 72	1845 00
Salaries of teachers	8580 00	3382 50	330 00	$ 1988 75	3555 00	2245 50	1065 00	16,183 66	9280 00
Treasurer's commissions	(a) 200 02	126 02	14 82	53 70	100 39	61 04	4 08	....	(b) 274 14
Fuel and janitor's wages	658 13	158 25	34 40	....	181 70	94 75	....	1471 90	525 00
Rent and repairs	544 04	56 90	....	....	101 07	166 15	....	222 00	....
Building	(b) 277 50	....	....	....	50 00	400 00	....	....	....
Interest on bonds	1458 00	....	....	....	....	....	....	1809 00	....
Incidentals	346 12	75 85	....	13 10	153 24	75 00	22 01	594 72	....
Total disbursements	$13,413 81	$ 4738 37	$ 729 22	$ 2055 55	$ 5190 36	$ 3722 84	$ 1649 99	$22,638 62	$12,209 74
Balance forward	2681 64	262 82	....	285 21	675 32	28 62	86 16	1815 45	67 96
Deficit	....	....	....	....	....	....	....	....	....
Amount unpaid bonds	$23,400 00	....	....	....	....	....	....	45,000 00	....

(a) Includes $95 "polls collected from town." (b) Includes $34.74 "Sheriff's commissions for collecting poll-tax."

TREASURERS' REPORTS.

RECEIPTS.

	Newton.	New Albany.	Okolona.	Osyka.	Oxford.	Pass Christian.	Pontotoc.	Poplarville.	Port Gibson.
Balance	$ 3		$ 180 74	$ 480 66	$ 1134 04	$ 360 28	$ 80	$ 65 26	
State distribution	98 95	259 77	1248 84	353 85	599 90	1037 11	274 39	262 92	880 61
Polls	1203 03	243 94	269 68	130 56	256 08	201 76	110 58	133 86	275 48
City levy	350 00	491 38	1291 27	67 50	2190 81	644 17	525 75	1059 76	1788 04
From Co., for Co. pupils		418 57	146 73	(a) 121 95	499 13	62 03	279 75		183 03
From Co. pupils, tuition fees				10 50	387 84		12 75		
Chickasaw fund		88 14	289 97		283 00		90 50		
Other sources	218 43			81 87	25 00		42 50		
Special tax for building					783 59			291 46	
Total receipts	$ 1962 20	$ 1501 80	$ 3427 23	$ 1246 89	$ 6159 39	$ 2305 35	$ 1337 02	$ 1813 26	$ 3127 16

DISBURSEMENTS.

	Newton.	New Albany.	Okolona.	Osyka.	Oxford.	Pass Christian.	Pontotoc.	Poplarville.	Port Gibson.
Salary of County Superin't.	$ 4 00	$ 15 00		$ 21 00	$ 38 04	$ 115 18		$ 12 80	$ 59 50
Sal'y of City Supt. (or Prin.)	1000 20		$ 864 00	350 00	1000 00	345 00		710 00	808 00
Salaries of teachers	779 95	1284 75	2260 80	771 25	2895 00	977 50	1216 00	701 00	2858 20
Treasurer's commissions				24 95		43 12		27 80	
Fuel and janitor's wages		84 60	161 00	13 75	98 90	27 00	96 19	10 25	59 25
Rent and repairs		117 45	47 05	25 05	64 72	13 75			333 60
Building						(c) 43 75		14 00	
Interest on bonds					(b) 1900 00			270 80	
Incidentals			3 31			10 65		35	211 20
Total disbursements	$ 1784 15	$ 1501 80	$ 3336 16	$ 1206 00	$ 5996 66	$ 1575 95	$ 1312 19	$ 1747 00	$ 4329 75
Balance forward	178 05		91 07	40 89	162 73	729 40	24 83	66 26	
Deficit									1202 59
Amount unpaid bonds		1500 00			8000 00			4500 00	

(a) County Treasurers' reports $122.93. (b) $1000 for taking up one building bond. (c) Insurance. (d) Inc. costs col. from Co.

TREASURERS' REPORTS.

RECEIPTS.

	Sardis.	Starkville.	Summit.	Terry.	Tupelo.	Verona.	Vicksburg.	Water Valley.	Waveland.
Balance	$ 540 68	$ 125 00	$ 775 58	....	$ 90 46	....	$ 11,288 54	$ 600 36	....
State Distribution	(d) 1061 06	1024 57	889 03	$ 101 54	912 32	$ 438 62	4640 79	1708 63	$ 218 94
Polls	221 16	244 44	359 75	66 00	347 06	110 00	34 92	452 02	73 62
City levy	1157 59	1243 26	....	470 04	1695 30	234 02	13,975 70	2560 00	578 16
From Co. for Co. Pupils	250 00	....	252 04	411 56	88 60	48 75	....	300 00	....
From Co. Pupils, tuition fees	14 65	20 83	137 50	....	....	103 00	....	....	....
Chickasaw fund	218 38	....	....	....	214 20	100 92	....	432 06	....
Other sources	1206 81	....	....	....	....	....	....	....	....
Special tax for buildings	1047 86	....	536 90	....	....	....	....	....	....
Total receipts	$ 5718 19	$ 2658 10	$ 2950 80	$ 1176 90	$ 3347 94	$ 1035 31	$ 29,939 95	$ 6053 07	$ 870 72

DISBURSEMENTS.

	Sardis.	Starkville.	Summit.	Terry.	Tupelo.	Verona.	Vicksburg.	Water Valley.	Waveland.
Salary of County Superin't.	....	64 25	46 20	....	$ 59 60	$ 29 95	$ 311 37	$ 62 66	$ 18 70
Sal'y of City Supt. (or Prin.)	....	....	600 00	....	700 00	....	1500 00	1125 00	....
Salaries of teachers	3195 25	1932 80	2000 00	1050 90	2175 00	905 00	14,936 25	4752 50	672 50
Treasurer's commission	34 50	....	66 75	....	81 43	20 67	....	....	21 77
Fuel and janitor's wages	80 63	....	29 21	....	168 29	36 20	1669 25	360 00	6 00
Rent and repairs	....	316 84	....	....	132 90	35 80	1409 41	100 00	19 10
Building	580 00	279 96	....	....	....	....	4530 60	....	85 94
Interest on bonds	232 00	....	....	....	....	....	....	....	....
Incidentals	58 45	....	....	....	10 00	57 60	1474 15	538 84	87
Total disbursements	$ 4170 83	$ 2593 85	$ 2742 36	$ 1050 90	$ 3327 22	$ 1084 42	$ 25,831 03	$ 6939 00	$ 824 88
Balance forward	1537 36	64 25	208 44	126 00	20 72	....	4108 92	....	45 84
Deficit	....	....	....	....	....	49 11	....	885 93	....
Amount unpaid bonds	2320 00	3000 00	....	....	10,000 00	....	....	....	....

TREASURERS' REPORTS.

RECEIPTS.

	Wesson.	West Point	Winona.	Yazoo City.	Charleston.
Balance	$ 2520 91		$ 5 78		
State distribution	2535 49	$ 1409 05	663 99	$ 1608 12	$ 675 00
Polls	481 18	390 24	286 14	517 98	103 48
City levy		1983 74	1380 58	5301 96	258 66
From county, for county pupils		243 84		348 50	
From county pupils (tuition fees)	24 50			135 15	
Chickasaw funds		334 05		(c) 1000 00	
Other sources		201 37		14 10	
Special tax for building	2100 00	1800 00			
Receipts	$ 7662 08	$ 6272 29	$ 2336 49	$ 8925 81	$ 1037 14
DISBURSEMENTS.					
Salary of County Superintendent	$ 123 00	$ 78 50	$ 44 00	$ 64 80	
Salary of City Superintendent (or Principal)	875 00	777 70		1170 00	
Salaries of teachers	3682 32	2590 00	1999 00	5390 00	810 00
Treasurer's commissions	58 70				18 00
Fuel and janitor's wages	239 50	193 78	126 16	558 50	36 50
Rent and repairs	572 39	8 00	50 73	519 71	34 00
Building	1000 00				138 50
Interest on bonds	1100 00	1800 00			
Incidentals	378 50	(a) 307 99	(b) 100 00	958 96	
Total disbursements	$ 8029 41	$ 5755 97	$ 2319 89	$ 8699 77	$ 1037 00
Balance forward		516 32	16 60	226 04	
Deficit	367 33				
Amount unpaid bonds	13,000 00	9000 00			

(a) Includes $102.11 deficit last year. (b) Insurance. (c) Township fund.

SEPARATE SCHOOL DISTRICTS—SUMMARY OF STATISTICAL TABLES—1894-'95.

	Total for Both Races.	White.			Colored.		
		Male.	Female.	Total.	Male.	Female.	Total.
No. Educable Children (1894)......	49,982	12,210	12,293	24,503	12,371	13,108	25,479
No. Enrolled	28,820	7600	8663	16,263	5618	6939	12,557
No. in Average Attendance........	18,856	5220	6133	11,353	3197	4306	7503
No. Teachers Employed......	584	79	306	385	64	135	199
Am't Paid in Teachers' Salaries....	$ 198,425 00	$ 49,949 00	$ 101,433 00	$ 151,382 00	$ 18,314 00	$ 28,729 00	$ 47,043 00
Average Salary per Month...... ...	42 48	79 03	41 46	49 11	35 77	26 60	29 55
Per Cent. of Enrolled in Av. At'nce.	65			66.7			60
Tuition per Mo. for each in Av. At.	$ 1 31						
Am't Exp'd for each Edu'ble Child.	5 72						
Am't Exp'd for each Enrolled.....	9 93						
Exp'd for each in Av. Attendance..	14 85						
No. Pupils Studying Each Branch	Spelling. 23,714	Reading. 23,815	Geography. 13,619	Arithmetic. 21,761	Ment. Arith. 10,290	Grammar. 12,024	Composit'n. 8259
	U. S. Hist. 7527	Physiology. 3396	Nat. Phil. 2717	Hist. of Miss. 2927	Civil Gov't. 1865		

Number Separate School Districts..	59
Average No. Days Taught........	161
Value of Houses and Lots.........	$ 705,169 00
Value of Furniture...	58,274 00
Total Value of School Property....	763,443 00

FINANCIAL.

Total Receipts..............................	$ 305,538
Amount expended........................	286,039
Balance forward..............................	$ 19,499
Assessed Value of Personal and Real Property	40,290,003
Outstanding Building Bonds...............	236,166

TABLE I—1894-5.

SEPARATE SCHOOL DISTRICTS.	Enrollment.							Average Daily Attendance.							Teachers Employed.							Value of Sch'l Prop'ty	
	White.			Colored.			Both Races.	Both Races	White.			Colored.			Both Races.	White			Color'd			Houses and Lots.	Furniture
	M	F	T	M	F	T			M	F	T	M	F	T		M	F	T	M	F	T		
Aberdeen.........	152	183	335	137	223	360	695	470	119	147	266	79	125	204	15	1	9	10	1	4	5	$ 32,000	$ 2000
Bay St. Louis.	90	60	150	46	69	115	265	149	58	29	87	25	37	62	6	1	2	3	..	3	3	5000	400
Biloxi......... ...	232	202	434	29	31	60	494	279	126	116	242	18	19	37	8	1	6	7	1	..	1	13,500	1174
Bolton........ ...	39	47	86	27	27	54	140	104	32	34	66	18	20	38	5	1	2	3	1	1	2	3500	650
Booneville........	86	70	156	24	29	53	209	116	42	42	84	13	19	32	5	2	2	4	1	..	1	10,000	500
Brookhaven	92	83	175	80	60	140	315	254	85	76	161	49	44	93	10	..	7	7	1	2	3	8500	750
Canton.	90	115	205	140	152	292	497	388	72	92	164	110	114	224	10	3	3	6	1	3	4	2500	330
Charleston........	40	55	95	44	46	90	185	109	22	41	63	21	25	46	3	1	1	2	1	..	1	500	100
Clarksdale	32	38	70	33	55	88	158	100	17	20	37	24	39	63	4	..	2	2	1	1	2	3000	200
Coffeeville........	63	65	128	56	54	110	238	123	46	44	90	17	16	33	4	1	2	3	1	..	1	4800	500
Columbus..	260	308	568	328	436	764	1332	773	172	196	368	159	246	405	19	2	9	11	2	6	8	30,000	1300
Corinth..	158	179	337	93	102	195	532	288	91	113	204	34	50	84	9	2	4	6	2	1	3	13,000	500
Crystal Springs...	93	115	208	.	....	..	208	182	81	101	182	...	...	....	6	1	5	6	..	...	..	9000	1500
Durant.	113	98	211	70	89	159	370	224	65	59	124	40	60	100	8	2	3	5	2	1	3	2000	150
Edwards..........	46	58	104	...	.	...	104	37	21	16	37	...	...	....	3	1	2	3	..	..	..	7000	600
Ellisville...... ...	143	127	270	60	82	142	412	222	74	79	153	31	38	69	7	2	3	5	1	1	2	8000	1000
Enterprise...	77	66	143	31	34	65	208	118	44	40	84	15	19	34	4	1	2	3	1	..	1	1200	300
Eupora...........	89	78	167	13	12	25	192	163	78	67	145	8	10	18	5	1	3	4	1	..	1	3500	500
Gloster.....	120	115	235	48	30	78	313	187	78	75	153	18	16	34	7	2	3	5	1	1	2	8150	500
Greenville	180	224	404	253	381	634	1038	784	139	174	313	187	284	471	21	1	12	13	..	8	8	22,000	2500
Greenwood........	68	84	152	121	130	251	403	178	44	47	91	41	46	87	8	1	4	5	1	2	3	4000	500
Grenada..........	149	160	309	97	123	220	529	286	99	100	199	36	51	87	11	1	7	8	1	2	3	19,000	1500
Hattiesburg.... ...	175	163	338	90	52	142	480	323	125	115	240	50	33	83	7	1	4	5	1	1	2	2500	300
Hazlehurst........	142	159	301	29	32	61	362	276	116	129	245	12	19	31	9	1	7	8	1	..	1	23,000	1000
Hickory..........	76	77	153	14	20	34	187	123	51	53	104	7	12	19	4	2	1	3	1	..	1	750	300
Holly Springs.....	82	41	123	59	83	142	265	134	55	19	74	21	39	60	8	2	2	4	2	2	4	5000	200

Iuka..............	78	78	156	27	48	75	231	141	52	49	101	16	24	40	6	2	2	4	1	1	2	$2700	$300
Jackson..........	357	375	732	283	366	649	1381	942	259	279	538	177	227	404	25	2	14	16	1	8	9	40,000	2000
Kosciusko........	152	152	304	45	86	125	429	230	86	94	180	17	33	50	8	1	5	6	1	1	2	4000	450
Laurel...........	34	42	76	25	35	60	136	77	21	26	47	12	18	30	4	2	1	3	1	..	1	600	110
Lexington........	65	73	138	103	98	201	339	246	54	82	136	50	60	110	8	2	2	4	2	2	4	6000	200
Macon............	104	120	224	140	160	300	524	306	68	75	143	64	99	163	12	2	4	6	2	4	6	10,000	750
McComb City....	256	280	536	50	66	116	652	426	168	181	349	35	42	77	10	1	7	8	1	1	2	4000	500
Magnolia	108	117	225	51	62	113	338	199	69	74	143	25	31	56	6	1	3	4	2	..	2	3200	300
Meridian.........	717	914	1631	301	384	685	2316	1562	502	621	1123	204	235	439	47	..	32	32	4	11	15	90,000	10,000
Natchez	243	323	566	367	431	798	1364	835	154	217	371	201	263	464	29	1	15	16	1	12	13	30,000	1500
Nettleton	38	48	86	46	28	74	160	104	21	26	47	22	35	57	3	..	2	2	1	..	1	550	90
New Albany.....	93	116	209	56	57	113	322	168	55	72	127	19	22	41	6	2	2	4	..	2	2	1500	250
Okolona	122	129	251	143	156	299	550	315	86	83	169	70	76	146	13	2	5	7	2	4	6	30,000	250
Osyka	87	86	173	59	65	124	297	188	63	61	124	27	37	64	7	2	3	5	1	1	2	2750	350
Oxford...........	159	140	299	60	67	127	426	378	140	130	270	50	58	108	10	1	6	7	1	2	3	15,000	1000
Pass Christian ..	33	23	56	39	32	71	127	75	20	11	31	20	24	44	4	1	1	2	1	1	2	2250	250
Pontotoc.	76	28	104	37	52	89	193	95	50	10	60	15	20	35	5	2	1	3	1	1	2	4000	200
Poplarville.......	55	90	145	19	15	34	179	111	30	57	87	14	10	24	5	2	2	4	..	1	1	4500	500
Port Gibson......	66	91	157	117	131	248	405	287	57	70	127	71	89	160	9	1	4	5	1	3	4	3200	300
Sardis	85	107	192	111	137	248	440	238	56	74	130	43	65	108	8	1	4	5	1	2	3	6400	250
Starkville........	85	120	205	115	150	265	470	338	68	105	173	72	93	165	9	2	4	6	2	1	3	3500	75
Summit..........	77	82	159	88	115	203	362	209	63	59	122	32	55	87	6	1	2	3	1	2	3	2600	400
Terry............	32	40	72	49	50	99	171	86	21	24	45	20	21	41	5	1	2	3	1	1	2	2500	300
Tupelo...........	95	135	230	108	123	231	461	249	62	93	155	45	49	94	8	1	5	6	1	1	2	15,300	575
Verona	51	49	100	23	35	58	158	104	35	35	70	12	22	34	3	1	1	2	1	..	1	1200	150
Vicksburg	399	621	1020	468	702	1170	2190	1914	251	563	814	433	667	1100	46	2	26	28	1	17	18	116 000	10,000
Water Valley	275	350	625	215	204	419	1044	669	228	250	478	95	96	191	21	1	15	16	1	4	5	5000	1500
Waveland........	44	47	91	....	....	....	91	41	20	21	41	...	...	...	2	1	1	2	..	..	..	500	50
Wesson...........	241	421	662	17	16	33	695	471	147	302	449	10	12	22	13	2	10	12	..	1	1	12,000	1200
West Point.......	150	175	325	169	197	366	691	433	115	140	255	76	102	178	11	1	6	7	2	2	4	17,000	2000
Winona..........	118	110	228	128	179	307	535	239	72	60	132	35	72	107	8	2	3	5	..	3	3	10,000	1000
Woodville........	57	37	94	62	80	142	236	188	50	31	81	45	62	107	6	1	2	3	1	2	3	2000	220
Yazoo City.......	161	174	335	175	266	441	776	602	125	134	259	137	206	343	15	1	7	8	2	5	7	35,519	2000

TABLE II.—1894-5.

	Amount paid in Teachers' Salaries.							Average Monthly Salaries.							No. days.
	White.			Colored.			Both Races.	White.			Colored.			Both Races.	
	M.	F.	T.	M.	F.	T.		M.	F.	T.	M.	F.	T.		
Aberdeen	$1000	$ 2712	$ 3712	$ 309	$ 580	$ 889	$ 4601	$117 65	$36 62	$44 72	$37 65	$17 65	$21 65	$37 03	170
Bay St. Louis	525	497	1022	.....	665	665	1687	75 00	35 53	48 69	......	31 66	31 36	39 86	140
Biloxi	700	1697	2397	350	.....	350	2747	100 00	40 60	48 91	50 00	.....	50 00	49 05	140
Bolton	750	585	1335	270	180	450	1785	83 35	32 50	49 44	30 00	20 00	25 00	39 55	180
Booneville	752	420	1172	175	....	175	1347	57 89	30 00	43 94	25 00	......	25 00	34 47	140
Brookhaven	....	3168	3168	250	425	675	3843	....	50 29	50 29	50 00	28 33	33 75	49 27	139
Canton	2069	1080	3149	450	675	1125	4274	76 65	40 00	56 47	50 00	25 00	31 26	47 48	180
Charleston	540	210	750	175	....	175	925	60 00	30 00	46 87	25 00	.....	25 00	40 21	160
Clarksdale	.....	990	990	450	180	630	1620	....	52 00	52 00	50 00	20 00	35 00	45 00	180
Coffeeville	810	720	1530	225	.....	225	1755	90 50	40 20	65 37	25 00	......	25 00	45 18	179
Columbus	1784	4222	6006	720	1147	1867	7873	99 16	52 12	60 67	40 00	22 50	27.07	46 87	160
Corinth	1246	1040	2286	517	146	663	2949	77 92	35 05	47 62	32 35	18 12	27 52	41 07	160
Crystal Springs	1450	1790	3240	.....	....	....	3240	125 00	50 00	54 00	......	......	......	54 00	160
Durant	980	765	1745	420	163	583	2328	70 00	31 00	47 00	30 00	15 00	25 00	39 00	140
Edwards	585	630	1215	.....	.....	.....	1215	65 00	35 00	45 00	.....	....	......	45 00	180
Ellisville	805	630	1435	175	60	235	1670	57 50	30 00	46 00	25 00	15 00	20.00	29 00	140
Enterprise	637	595	1232	255	.....	255	1487	75 00	35 00	48 33	31 85	......	31 85	43 80	170
Eupora	450	846	1296	141	.....	141	1437	64 28	40 29	36 26	35 22	......	35 22	44 91	128
Gloster	1200	740	1940	75	200	275	2215	75 00	33 64	51 05	15 00	25 00	20 00	43 43	160
Greenville	1350	5445	6795	.....	2025	2025	8820	150 00	53 11	88 83	......	31 50	31 50	52 40	165
Greenwood	701	1507	2208	412	381	793	3001	85 00	47 50	55 00	50 00	25 00	33 33	46 87	160
Grenada	700	1788	2488	280	256	536	3024	100 00	34 28	67 14	40 00	18 58	29 29	48 21	140
Hattiesburg	525	710	1235	210	140	350	1585	75 00	29 00	36 65	30 00	20 00	25 00	34 43	140
Hazelhurst	1137	1700	2837	340	....	340	3177	133 33	37 50	39 73	40 00	.....	40 00	39 77	170
Hickory	925	235	1160	120	.....	120	1280	57 50	35 00	50 00	20 00	......	20 00	41 43	140
Holly Springs	1575	720	2295	612	341	953	3248	88 50	40 00	63 75	34 00	22 00	28 00	45 87	185

Iuka	$1235	......	$ 1235	$ 385	.....	$ 385	$ 1620	$ 45 27	......	$45 27	$35 00	......	$35 00	$41 84	140
Jackson	1980	$ 5445	7425	630	$2205	2835	10,260	110 00	$43 21	51 56	70 00	$30 62	35 00	45 60	180
Kosciusko	400	1760	2160	400	200	600	2760	50 00	44 00	45 00	50 00	25 00	37 50	43 12	160
Laurel	420	135	555	138	.....	138	693	40 00	30 00	36 66	19 71	......	19 71	30 00	140
Lexington	900	400	1300	300	280	580	1880	64 00	28 00	46 00	30 00	20 00	23 00	35 00	140
Macon	1540	1440	2980	540	1035	1575	4555	85 55	40 00	55 18	30 00	28 75	29 16	42 17	180
McComb City	600	1720	2320	320	200	520	2840	75 00	30 71	36 25	40 00	25 00	32 50	32 50	160
Magnolia	595	840	1435	417	....	417	1852	85 00	40 00	51 25	29 92	......	29 92	44 14	140
Meridian	.....	12,868	12,868	1215	2332	3547	16,415	......	44 68	44 68	33 75	21 20	23 65	32 16	180
Natchez	1200	5570	6770	675	4392	5067	11,837	133 35	41 30	47 05	75 00	40 65	43 30	45 30	180
Nettleton	.....	455	455	175	.....	175	630	....	32 50	32 50	25 00	......	25 00	30 00	140
New Albany	735	437	1172	....	237	237	1409	52 50	31 20	41 85	......	22 00	22 00	35 60	140
Okolona	1085	1099	2184	315	458	774	2958	77 50	32 20	45 14	22 50	15 00	17 50	32 38	140
Osyka	400	470	870	210	87	297	1167	37 50	28 30	32 00	30 00	12 50	21 25	28 92	140
Oxford	1125	2340	3465	360	315	675	4140	125 00	43 33	55 00	40 00	17 50	25 00	46 00	180
Pass Christian	545	275	820	400	280	680	1500	68 16	34 34	51 25	50 00	35 00	42 50	46 85	160
Pontotoc	805	245	1050	210	115	325	1375	62 50	35 00	50 00	30 00	18 00	24 00	39 60	140
Poplarville	1080	455	1535	.....	200	200	1735	60 00	26 25	43 12	......	25 00	25 00	39 50	169
Port Gibson	718	1289	2007	471	743	1214	3221	89 60	40 50	50 00	54 64	28 80	35 28	43 30	166
Sardis	900	1665	2565	320	384	704	3269	100 00	46 25	57 00	35 56	22 78	27 04	45 76	180
Starkville	848	800	1648	302	200	502	2150	75 00	35 00	41 66	25 00	20 00	21 66	35 00	160
Summit	600	765	1365	360	440	800	2165	75 00	47 81	56 87	45 00	27 50	33 33	45 10	160
Terry	675	589	1264	260	85	345	1609	75 00	32 73	46 82	28 88	14 44	19 16	35 76	180
Tupelo	720	1400	2120	280	120	400	2520	90 00	35 00	44 17	35 00	15 00	25 00	39 38	160
Verona	455	210	665	195	.....	195	860	65 00	30 00	47 50	27 86	......	27 86	40 95	140
Vicksburg	1800	10,580	12,380	675	4238	4913	17,293	100 00	45 21	49 12	75 00	28 00	30 33	37 60	180
Water Valley	875	3062	3937	280	481	761	4698	125 00	33 64	79 12	40 00	17 15	28 75	53 93	140
Waveland	430	280	710	....	....	....	710	53 75	35 00	44 37	......	.....	......	44 37	160
Wesson	855	3335	4190	.....	180	180	4370	95 00	30 30	34 91	......	20 00	20 00	34 86	170
West Point	930	2042	2972	450	720	270	3692	90 00	40 04	47 18	25 00	15 00	20 00	37 29	180
Winona	850	840	1690	.....	372	372	2062	75 00	40 00	54 00	......	20 00	20 00	41 25	140
Woodville	777	504	1281	245	200	445	1726	111 00	37 50	74 25	35 09	20 00	27 50	50 87	140
Yazoo City	675	2676	3351	855	1115	1970	5321	75 00	43 16	47 20	47 50	27 87	33 97	41 25	180

TABLE III.—1894-5.

	Per Capita Expended.			Total Ass'sed Valuation of Property.	No. Mills. Local T'x.	Popu'n by U. S. Census 1890.	Total Receipts.	Total Disbursements.	Balance Forward.	Outstanding B'd'g Bonds.	Deficit.
	For each Ed'cable Child.	For each Enrolled	For each in av'ge attend'ce								
Aberdeen........	$ 5 00	$ 10 16	$ 15 02	$ 831,635	1	3448	$ 8072 46	$ 7059 27	$ 1013 19	$25,000 00	....
Bay St. Louis....	1 80	6 36	11 32	760,119	1½	1974	2538 00	2035 50	502 50	1717 96	....
Biloxi..........	1 58	5 56	9 84	*700,000	½	3234	3489 35	3476 34	13 01	....	....
Bolton..........	8 30	10 67	14 39	126,843	3	......	1494 38	1494 38	....	....	....
Booneville..... .	4 44	5 55	10 00	196,486	3	......	1611 04	1501 14	109 90	....	....
Brookhaven	7 95	12 20	15 13	669,896	4	2142	5308 02	4730 85	577 17	10,500 00	....
Canton	5 03	6 43	8 10	770,806	3	2131	5967 44	4678 03	1289 41	....	....
Charleston	2 82	5 38	9 12	92,245	3	......	993 85	993 85	....	....	....
Clarksdale	10 59	7 09	20 35	354,006	3	......	2195 75	2035 02	160 73	....	....
Coffeeville	14 69	10 06	19 44	143,232	9	.....	2313 58	2200 51	113 07	2800 00	....
Columbus........	3 48	6 72	11 58	1,729,850	½	4559	8951 54	8951 54	....	....	....
Corinth.........	4 86	7 46	14 13	542,263	6	2111	17,226 95	16,602 66	624 29	12 500 00	....
Crystal Springs..	13 92	22 25	25 40	410,509	3	......	4666 07	4629 77	36 30	9000 00	....
Durant	4 58	9 30	15 36	370,740	5	1259	3768 70	3441 96	326 74	....	....
Edwards........	9 85	14 30	39 96	197,169	3	......	1421 39	1487 79	....	500 00	$. 66 39
Ellisville........	2 90	4 09	7 59	189,373	2½	......	1877 06	1745 56	131 50	....	....
Enterprise	10 11	10 40	12 77	111,470	7½	.....	1861 95	1690 52	171 43	....	....
Eupora	4 77	5 27	6 25	62,027	3¼	.....	1607 89	1605 92	1 97	....	....
Gloster.	10 94	12 12	20 29	292,912	8	......	4117 64	3794 86	322 78	7600 00	....
Greenville	3 45	8 50	11 12	2,734,776	1½	6657	12,593 95	11,279 36	1314 59	....	....
Greenwood	6 70	7 45	16 77	500,110	3	......	2788 50	2788 50	....	....	....
Grenada	6 35	9 44	17 42	750,529	5	2416	6054 39	4996 24	1058 15	6000 00	....
Hattiesburg......	4 06	4 56	6 85	415,207	3	1172	2422 83	2188 07	234 74	....	....
Hazlehurst	15 17	16 62	21 85	431,425	3	......	6018 26	5577 30	440 96	25,000 00	....
Hickory Flat.....	8 53	6 20	9 43	153,998	9	......	1232 82	1228 52	4 30	....	....
Holly Springs....	4 57	12 72	25 23	605,284	3	2246	3691 01	2781 37	909 64	....	....
Iuka,..:........	5 11	4 24	9 42	187,594	4	1019	1755 25	1693 36	61 89	....	....

Jackson..........	$ 7 95	$ 13 23	$ 20 47	$ 2,490,867	2¾	5920	$ 22,953 95	$ 19,284 13	$ 3669 82	$ 31,800 00	....
Kosciusko........	4 56	6 43	11 74	592,366	3	1394	4564 94	4543 34	21 60	....	....
Laurel...........	2 22	5 09	9 00	115,267	3	......	972 17	780 38	191 79	....	....
Lexington........	2 84	6 13	8 49	381,510	2½	1075	2669 16	2078 83	590 33	....	....
Macon............	4 80	9 51	16 26	644,872	5	1565	6385 49	4984 04	1401 45	....	....
McComb City ..	4 58	6 18	9 40	285,034	3	2383	4140 72	4032 58	108 14	....	....
Magnolia.........	6 37	4 96	8 40	197,856	3	......	1678 41	1676 96	1 45	....	....
Meridian.........	4 56	7 08	10 57	3,698,178	3	10,624	23,921 33	23,834 15	87 18	45,000 00	....
Natchez..........	3 80	9 50	15 55	3,383,859	2	10,102	13,076 51	12,968 31	108 20	....	....
Nettleton...... .	2 03	4 02	6 18	73,981	3	......	810 84	642 80	168 04	....	....
New Albany.....	3 39	4 48	8 55	193,197	3	......	1870 92	1761 01	109 91	1350 00	....
Okolona..........	4 40	6 09	16 63	407,819	3	2099	3512 00	3349 75	162 25	8158 62	....
Osyka...........	3 72	4 35	6 86	90,163	4	......	1292 28	1292 28	....	....	....
Oxford........ ...	7 30	9 71	10 94	477,463	5	1546	6682 31	6498 48	183 83	7000 00	....
Pass Christian....	1 82	11 81	20 00	704,401	¾	1705	2780 55	1746 44	1034 11	....	....
Pontotoc..........	5 99	7 32	14 87	178,204	3	.....	1423 48	1423 48	....	....	....
Poplarville.. .. .	9 86	9 70	15 63	147,479	9	......	1905 19	1877 60	27 59	4500 00	....
Port Gibson......	6 92	11 22	15 77	595,860	3	1525	4600 87	4544 69	56 18	....	....
Sardis............	6 21	9 57	17 70	378,752	3	1044	4832 71	4212 46	620 25	1740 00	....
Starkville........	3 61	5 92	7 52	308,626	4	1725	2575 88	2582 98	....	3000 00	$7 10
Summit....	4 00	5 93	10 27	338,379	1½	1587	2226 59	2148 52	78 07	....	....
Terry.....	9 50	9 78	19 45	143,690	3	......	1666 47	1673 17	....	....	6 70
Tupelo	3 89	6 24	11 55	542,837	3	1477	3466 62	2876 37	590 25	10,000 00	....
Verona...........	3 16	7 90	11 90	116,101	3	......	1283 35	1247 65	35 70	....	....
Vicksburg........	6 63	13 56	14 92	4,446,570	3	13,373	28,972 25	29,834 10	....	....	861 85
Water Valley.....	4 54	5 31	8 28	561,154	3	2832	5571 10	5571 10	....	....	....
Waveland	3 73	7 91	17 31	313,855	2	......	945 05	778 43	166 62	....	....
Wesson...	6 30	11 51	12 74	1,053,843	5½	3168	8023 08	8023 08	....	12,000 00	....
West Point.......	4 03	5 92	9 44	692,777	3	2762	6353 90	5830 94	522 96	8000 00	....
Winona..........	4 20	4 78	10 71	369,600	2	1948	2560 50	2557 60	2 90	....	....
Woodville..	3 62	5 43	6 81	297,343	5½	.. ..	6430 99	6148 64	282 35	3000 00	....
Yazoo City	6 96	11 01	14 20	1,738,596	3½	3286	9348 80	8546 98	801 82	....	....

TABLE IV.—1894–95.

SEPARATE SCHOOL DISTRICTS.	NUMBER PUPILS STUDYING EACH BRANCH.											
	Spelling.	Reading.	Geograp'y.	Arithmetic	Mental Arithm'c.	Grammar.	Composition.	U. S. History.	Physiology	Natural Philos'y.	Mississippi History.	Civil Govern't.
Aberdeen.....	544	598	473	431	365	137	334	164	50	9	52	52
Bay St. Louis.	149	120	40	130	130	39	10	50	18	10	4	3
Biloxi........	434	494	190	494	153	121	206	116	28	7	10	10
Bolton	161	200	100	155	140	100	105	70	30	10	....	....
Booneville....	145	151	82	125	95	64	45	78	39	27	7	9
Brookhaven ..	381	420	272	393	318	240	243	28	35	25	28	28
Canton	330	290	210	352	173	160	110	150	55	45	48	15
Charleston ...	160	90	45	120	50	90	90	50	25	10	5	12
Clarksdale....	206	284	124	190	73	137	70	91	91	13	4	3
Coffeeville....	120	140	55	129	63	110	125	55	29	15	20	30
Columbus	937	1157	523	1003	300	445	402	427	178	27	62	27
Corinth.......	429	446	182	412	130	325	....	124	29	18	30	32
Crystal Spr'gs.	153	153	128	159	78	96	45	107	39	31	19	19
Durant	304	290	120	197	50	76	76	48	16	18	30	12
Edwards.	30	31	18	30	33	25	30	16	10	17	18	12
Ellisville.....	370	310	190	271	170	160	58	32	38	20	15	15
Enterprise....	177	173	116	156	11	44	22	48	5	2	35	35
Europa	120	125	85	187	150	85	81	135	45	40	33	38
Gloster	191	165	147	245	45	79	29	140	1	1	....	....
Greenville . ..	784	914	315	864	234	443	280	376	178	52	33	59
Greenwood...	401	303	115	214	79	82	152	75	22	3	7	....
Grenada	388	293	305	407	43	155	94	112	76	29	22	22
Hattiesburg...	283	208	208	208	40	75	25	100	50	75	30	30
Hazlehurst....	209	158	121	188	98	144	83	64	29	27	80	27
Hickory......	150	90	75	150	25	50	25	50	25	20	25	25
Holly Sprin's.	288	288	140	192	82	175	85	67	21	5	2	12
Iuka.........	304	178	119	191	57	112	17	45	113	15	49	44
Jackson......	1301	1150	550	1353	1290	537	128	237	97	42	83	25
Kosciusko ...	375	286	302	356	249	183	178	155	55	6	19	6
Laurel	140	101	38	75	26	37	45	50	16	10	....	1
Lexington ...	280	260	115	168	60	70	70	35	20	22	28	15
Macon.......	457	385	205	524	155	375	408	155	65	17	33	33
McComb C'y.	446	561	348	461	255	343	....	142	58	16	17	24
Magnolia.....	293	282	100	230	76	101	43	64	60	30	....	....
Meridian	2316	2316	1220	2115	864	1225	2316	601	534	1225	415	318
Natchez	1081	1100	591	900	506	340	475	278	203	36	136	136
Nettleton	146	135	57	82	14	54	27	34	24	11	9	6
New Albany..	245	234	170	215	57	160	46	82	36	30	45	15
Okolona	459	367	316	500	318	407	58	54	56	40	43	40

TABLE IV.—CONTINUED.

SEPARATE SCHOOL DISTRICTS.	NUMBER PUPILS STUDYING EACH BRANCH.											
	Spelling.	Reading.	Geograp'y.	Arithmetic	Mental Arithm'c.	Grammar.	Composi-tion.	U. S. History.	Physiology	Natural Philo'y.	Mississippi History.	Civil Govern't.
Osyka........	198	200	125	238	60	115	35	125	34	13	21	15
Oxford	198	265	152	234	142	258	103	92	49	57	29	25
Pass Christian	112	123	62	118	58	54	42	55	....	....	...	5
Pontotoc	98	94	35	124	77	58	39	67	31	11	14	6
Poplarville...	154	122	95	155	34	65	35	61	35	4	35	3
Port Gibson..	284	349	210	408	198	190	207	136	24	14	26	14
Sardis........	367	350	200	297	166	89	33	94	52	12	18	18
Starkville	396	420	190	378	132	115	121	110	66	22	52	53
Summit	277	311	175	266	41	125	20	101	27	16	17	25
Terry........	112	152	125	92	82	70	90	25	6	...	25	6
Tupelo.......	399	317	334	430	280	287	187	103	60	57	46	33
Verona......	92	104	65	95	42	40	50	68	44	14	18	12
Vicksburg....	2161	2190	1563	1681	....	991	....	800	120	120	625	120
Water Valley.	588	817	476	820	482	717	102	343	110	50	140	32
Waveland ...	91	91	26	33	57	20	20	4	3	2	2	....
Wesson......	662	662	349	662	98	291	88	108	39	41	80	41
West Point...	472	566	377	492	310	427	224	180	52	38	18	18
Winona.......	500	450	255	395	200	358	87	225	160	175	200	195
Woodville ...	80	110	55	75	....	56	....	47	....	15	10	....
Yazoo City ..	776	776	123	196	776	100	100	83	35	....	54	54

TREASURERS' REPORTS—1894-95.

RECEIPTS.

	Aberdeen.	Bay St. Louis.	Biloxi.	Bolton.	Booneville.	Brookhaven.	Canton.	Charleston.	Clarksdale.
Balance	....	$ 183 37	$ 194 40	$ 9 12	$ 155 90	$ 630 30	$ 631 32	....	$ 96 57
State distribution	$ 1930 56	1138 60	2410 31	306 98	230 67	583 35	1068 60	$ 390 43	171 99
Polls	479 10	428 74	554 84	....	226 98	238 62	329 79	100 70	157 14
City levy	780 00	524 86	....	446 66	661 47	2514 14	2216 93	245 15	1062 02
From Co., for Co. pupils	176 80	....	....	221 05	170 27	349 34	200 25	....	319 43
From Co. pupils, tuition fees	....	....	....	....	....	212 35	....	75 85	29 00
Chickasaw fund	206 00	....	....	....	165 75	....	....	(s) 100 00	....
Other sources	(c) 3000 00	....	329 80	510 57	....	....	(a) 1520 65	81 72	359 60
Special tax for building	1500 00	262 43	....	....	....	779 92	....	....	....
Total receipts	$ 8072 46	$ 2538 00	$ 3489 35	$ 1494 38	$ 1611 04	$ 5308 02	$ 5967 44	$ 993 85	$ 2195 75
DISBURSEMENTS.									
Salary of County Superin't.	$ 75 00	$ 111 25	$ 197 98	....	$ 15 30	$ 24 75	$ 95 95	....	....
Sal'y of City Supt. (or Prin.)	1000 00	525 00	700 00	....	420 00	765 00	1125 00	$ 540 00	....
Salaries of teachers	3602 47	1162 50	2106 00	$ 1430 77	911 33	3078 50	3069 50	385 00	$ 1620 00
Treasurer's commissions	....	54 78	150 20	....	29 10	127 60	160 08	....	....
Fuel and janitor's wages	479 17	4 50	127 65	63 61	91 66	....	90 00	28 85	44 65
Rent and repairs	....	70 00	83 00	....	....	....	120 00	40 00	333 20
Building	....	100 97	....	....	....	....	....	....	....
Interest on bonds	1500 00	....	....	....	....	735 00	....	....	....
Incidentals	402 63	6 50	111 57	....	33 75	....	13 50	....	37 17
Total disbursements	$ 7059 27	$ 2035 50	$ 3476 34	$ 1494 38	$ 1501 14	$ 4730 85	$ 4678 03	$ 993 85	$ 2035 02
Balance forward	1013 19	502 50	13 01	....	109 90	577 17	1289 41	....	160 73
Deficit	....	....	....	....	....	....	....	....	....
Amount of building bonds	25,000 00	1717 96	....	....	....	10,500 00	....	....	....

(a) Includes $1430 from liquor licenses. (c) Liquor licenses. (s) Township fund.

TREASURERS' REPORTS—1894–5.

RECEIPTS.

	Coffeeville.	Columbus.	Corinth.	Crystal Springs.	Durant.	Edwards	Ellisville.	Enterprise.	Eupora.
Balance..................	$ 24 29	$ 576 37	$ 13 34	....	$ 389 57	....	$ 84 84	$ 81 36	$ 33 18
State diitribution..........	171 29	3531 82	$ 962 01	$ 357 98	1040 12	257 55	685 86	334 32	158 22
Polls.....................	114 45	724 59	463 66	164 90	244 46	....	292 94	(d) 80 00	235 85
City levy................	1113 77	969 58	2199 66	1341 00	1960 45	510 18	804 82	1111 77	519 05
From Co. for Co. pupils....	200 00	303 00	15 85	544 75	134 10	327 55	8 50	199 00	197 00
From Co. pupils, tuition fees	55 00	....	118 50	709 05	....	45 00	....	55 50	....
Chickasaw fund..........	....	(s) 2398 55	295 08	....	....	(s) 142 50	....	....	....
Other sources............	86 25	447 63	....	672 16	....	138 61	....	....	464 59
Special tax for building....	348 52	....	b13,158 85	876 23	....	....	....	....	....
Total receipts........	$ 2313 58	$ 8951 54	$ 17,226 95	$ 4666 07	$ 3768 70	$ 1421 39	$ 1877 06	$ 1861 95	$ 1607 89

DISBURSEMENTS.

	Coffeeville.	Columbus.	Corinth.	Crystal Springs.	Durant.	Edwards	Ellisville.	Enterprise.	Eupora.
Salary of County Superin't.	$ 6 30	$ 240 00	$ 75 08	$ 20 00	....	....	$ 4 80	$ 16 00	$ 16 50
Sal'y of City Supt. (or Prin.)	720 00	1200 00	836 50	1450 00	700 00	....	525 00	637 50	450 00
Salaries of teachers......	840 00	6681 50	2044 25	1790 00	1627 60	1215 00	1180 00	843 50	982 15
Treasurer's commissions....	....	....	162 52	....	68 02	....	35 76	62 75	47 57
Fuel and janitor's wages...	69 00	182 01	103 25	156 00	107 76	139 56	....	22 77	51 56
Rent and repairs.........	101 76	245 26	111 78	351 90	900 00	19 75	....	....	....
Building.................	....	....	12,291 78	....	....	33 97	....	20 50	(c) 40 79
Interest on bonds.........	380 00	....	437 50	720 00	....	....	....	(d) 80 00	12 37
Incidentals	83 45	402 77	540 00	141 87	38 58	79 50	....	7 50	4 98
Total disbursements...	$ 2200 51	$ 8951 54	$ 16,602 66	$ 4629 77	$ 3441 96	$ 1487 79	$ 1745 56	$ 1690 52	$ 1605 92
Balance forward........	113 07	....	624 29	36 30	326 74	....	131 50	171 43	1 97
Deficit	....	....	....	....	....	66 39	....	....	....
Amount building bonds	2800 00	....	12,500 00	9000 00	....	500 00	....	....	....

(b) Sale of bonds $12,500. (c) Marshal's com. (d) Polls refunded Co. for advance made by Co. in 1893–4. (s) Township.

TREASURERS' REPORTS.—1894–95.

RECEIPTS.

	Gloster.	Greenville.	Greenwood.	Grenada.	Hattiesburg.	Hazlehurst.	Hickory Flat.	Holly Springs	Iuka.
Balance.	$ 130 73			$ 297 46	$ 274 80	$ 688 06		$ 488 04	$ 111 59
State distribution	401 63	$ 3551 35	$ 767 42	694 44	604 90	563 41	$ 241 30	995 40	336 20
Polls	190 12	824 00	337 50	642 08	344 00	215 34	110 00	258 00	107 20
City levy	2295 83	3871 98	1683 58	2084 69	1109 13	2047 46	801 07	1685 07	717 86
From Co., for Co. pupils	90 15	790 00			90 00	427 84	55 20		292 60
From Co. pupils, tuition fees	651 30			82 50		483 50	25 25		
Chickasaw fund								264 50	189 80
Other sources	(a) 357 88	2256 62		188 20					
Special tax for building		1300 00		2065 02		1592 65			
Total receipts	$ 4117 64	$ 12,593 95	$ 2788 50	$ 6054 39	$ 2422 83	$ 6018 26	$ 1232 82	$ 3691 01	$ 1755 25
DISBURSEMENTS									
Salary of County Superin't.	$ 27 26	$ 715 34		$ 183 15	$ 72 52	$ 18 00	$ 10 00	$ 42 00	$ 30 60
Sal'y of City Supt. (or Prin.)	800 00	1350 00	$ 701 00	900 00	525 00	1137 00			
Salary of teachers	2135 00	7470 00	1507 50	2167 90	1365 00	2040 00	1170 00	2668 32	1620 81
Treasurer's commissions			100 00	146 09	55 13	62 28		67 85	
Fuel and janitor's wages	189 77	494 02	80 00	215 50	77 02	263 10	24 30		
Rent and repairs	49 95	350 00	400 00	8 88	93 40		24 22		
Building		900 00				(b) 279 55			
Interest on bonds	532 00			1300 00		1700 00			
Incidentals	60 88			74 72		77 37		3 20	41 95
Total disbursements	$ 3794 86	$ 11,279 36	$ 2788 50	$ 4996 24	$ 2188 07	$ 5577 30	$ 1228 52	$ 2781 37	$ 1693 36
Balance forward	322 78	1314 59		1058 15	234 76	440 96	4 30	909 64	61 89
Deficit									
Amount unpaid bonds	7600 00			6000 00		25,000 00			

(a) Includes $350 borrowed from City General Funds. (b) Transferred to Interest Fund.

TREASURERS' REPORTS.

RECEIPTS.

	Jackson.	Kosciesco.	Laurel.	Lexington.	Macon.	McComb City.	Magnolia.	Meridian.	Natchez.
Balance	$ 2681 64	$ 262 82		$ 285 21	$ 675 32	$ 28 62	$ 86 16	$ 1815 45	$ 67 96
State distribution	3476 11	669 35	$ 421 75	1046 54	1481 30	1097 23	232 50	4052 44	4580 30
Polls	655 94	395 82	110 37	201 76	306 51	507 52	216 00	1779 66	1342 00
City levy	7426 17	1749 03	420 05	809 80	3339 40	1520 00	664 72	12,566 10	6763 60
From Co. for Co. pupils	824 09	203 00	20 00	325 35	482 26	22 40	368 03		322 65
From Co. pupils, tuition fees	142 50	224 70			100 70	54 05			
Chickasaw fund									
Other sources		1060 22		50		910 90	111 00	(c) 1010 94	
Special tax for building	(b) 7747 50							2696 74	
Total receipts	$22,953 95	$ 4564 94	$ 972 17	$ 2669 16	$ 6385 49	$ 4140 72	$ 1678 41	$23,921 33	$ 13 076 51
DISBURSEMENTS.									
Salary of County Superin't		$ 38 84	$ 26 60		$ 66 06	$ 50 40	$ 16 20		$ 285 60
Sal'y of City Supt. (or Prin)	$ 1350 00	800 00	350 00		1000 00	600 00	510 00	$ 2181 72	1875 00
Salaries of teachers	8910 00	2760 00	345 50	$ 1995 95	3555 00	2142 50	1145 00	16,415 44	9962 00
Treasurer's commissions	(a) 188 41	128 75	9 48	59 58	132 77	66 59	5 76	210 95	278 71
Fuel and janitor's wages	364 50	312 03	9 20		169 36	117 50		1294 46	567 00
Rent and repairs	440 60	170 53	26 50		30 15	71 80		403 05	
Building	6197 59	135 53						412 43	
Interest on bonds	1458 00							2709 00	
Incidentals	375 03	197 66	13 10	23 30	30 70	983 79		207 10	
Total disbursements	$19,284 13	$ 4543 34	$ 780 38	$ 2078 83	$ 4984 04	$ 4032 58	$ 1676 96	$23,834 15	$12,968 31
Balance forward	3669 82	21 60	191 79	590 33	1401 45	108 14	1 45	87 18	108 20
Deficit									
Amount of building bonds	31,800 00							45,000 00	

(a) Interest on borrowed money. (b) Sale of bonds for colored schools. (c) Reported as warrants unpaid.

TREASURERS' REPORTS.

RECEIPTS.

	Nettleton.	New Albany.	Okolona.	Osyka.	Oxford.	Pass Christian.	Pontotoc.	Poplarville	Port Gibson
Balance	....	....	$ 91 07	$ 40 89	$ 162 73	729 40	$ 24 83	$ 66 26	....
State distribution	$ 540 60	$ 602 94	$ 1120 69	500 52	670 08	1289 72	266 65	148 89	851 53
Polls	....	212 52	291 34	91 18	276 82	209 52	135 80	149 22	291 00
City levy	198 87	609 52	1452 22	355 73	3421 02	491 33	533 70	1049 46	1872 45
From Co. for Co. pupils	....	57 55	233 87	134 18	....	60 58	291 75	....	154 75
From Co. pupils, tuition fees	....	....	....	....	....	....	....	(b) 32 40	....
Chickasaw fund	(a) 71 37	170 82	281 56	....	119 63	....	95 60	....	....
Other sources	....	....	41 25	169 73	26 50	....	75 15	66 31	1431 14
Special tax for building	....	217 57	....	....	1985 53	....	....	296 50	....
Total receipts	$ 810 84	$ 1870 92	$ 3512 00	$ 1292 28	$ 6682 31	$ 2780 55	$ 1423 48	$ 1905 19	$ 4600 87
DISBURSEMENTS.									
Salary of County Superin't.	$ 12 80	$ 47 55	....	$ 21 00	$ 38 04	$ 115 07	....	$ 28 80	$ 87 05
Sal'y of City Supt. (or Prin)	....	....	$ 700 00	300 00	1125 00	545 25	....	640 00	....
Salaries of teachers	630 00	1409 85	2258 00	817 50	3015 00	954 75	$ 1375 00	875 00	3221 25
Treasurer's commissions	....	....	....	24 53	....	38 98	....	....	....
Fuel and janitor's wages	....	51 40	248 76	15 00	285 10	28 85	....	5 00	....
Rent and repairs	....	32 86	142 99	....	235 34	28 46	48 48	28 10	....
Building	....	219 00	....	....	....	....	....	....	....
Interest on bonds	....	....	....	....	....	....	....	270 75	(c) 1202 59
Incidentals	....	35	....	114 25	1800 00	35 08	....	29 95	33 80
Total disbursements	$ 642 80	$ 1761 01	$ 3349 75	$ 1292 28	$ 6498 48	$ 1746 44	$ 1423 48	$ 1877 60	$ 4544 69
Balance forward	168 04	109 91	162 25	....	183 83	1034 11	....	27 59	56 18
Deficit	....	....	....	....	....	....	....	....	....
Amount of building bonds	....	1350 00	8158 62	....	7000 00	....	....	4500 00	....

(a) From Lee Co. $43 15, and from Monroe $28.22, (b) Paid by Co. Supt. for pupils who moved to town. (c) Last year's deficit.

TREASURER'S REPORTS.

RECEIPTS.

	Sardis.	Starkville.	Summit.	Terry.	Tupelo.	Verona.	Vicksburg.	Water Valley.	Waveland.
Balance	$ 1301 50	$ 64 25	$ 208 44	$ 126 00	$ 20 72	....	$ 4108 92	....	$ 45 84
State Distribution	971 50	915 75	688 50	304 00	905 20	569 65	6395 83	1410 55	246 38
Polls	184 70	301 85	287 00	....	393 22	104 00	2734 36	594 62	85 36
City Levy	997 23	1145 23	500 00	596 81	1842 42	324 00	15,733 14	1950 00	567 47
From Co., for Co. Pupils	309 68	....	178 25	397 81	94 55	....	....	300 00	....
From Pupils, tuition fees	40 50	....	102 25	....	....	....	....	....	....
Chickasaw Fund	215 32	....	....	....	210 51	112 10	....	430 00	....
Other Sources	....	1 00	262 15	241 85	....	124 50	....	885 93	....
Special Levy for Building	812 28	....	....	....	....	....	....	....	....
Total Receipts	$ 4832 71	$ 2575 88	$ 2226 59	$ 1666 47	$ 3466 62	$ 1234 15	$ 28,972 25	$ 5571 10	$ 945 05
DISBURSEMENTS.									
Salary of County Superin't.	....	$ 40 59	$ 46 20	....	$ 62 75	$ 33 55	$ 311 40	$ 62 65	$ 21 90
Sal'y of City Supt. or prin'l.	....	....	450 00	....	720 00	....	1500 00	875 00	....
Teachers' Salaries	$ 3269 00	2150 72	1635 00	$ 1609 57	1800 00	860 00	17,293 50	3845 00	710 00
Treasurer's Commissions	....	....	17 32	....	86 18	24 68	....	....	22 58
Fuel and Janitor	109 90	96 50	....	45 64	192 79	....	2058 70	320 00	....
Rent and Repairs	....	85 17	....	17 96	14 65	70 00	1031 24	450 00	16 05
Building	756 00	....	....	....	....	....	5205 38	....	....
Interest on Bonds	9 60	210 00	....	....	....	....	....	....	....
Incidentals	67 96	....	....	....	....	(a) 210 30	2433 88	18 45	7 90
Total Disbursements	$ 4212 46	$ 2582 98	$ 2148 52	$ 1673 17	$ 2876 37	$ 1198 53	$ 29,834 10	$ 5571 10	$ 778 43
Balance to carry forward	620 25	....	78 07	....	590 25	35 72	....	....	166 62
Deficit	....	7 10	....	6 70	....	....	861 85	....	....
Amount of Building Bonds	1740 00	3000 00	....	....	10,000 00	....	....	....	....

(a) Includes $25 Secretary's salary, and $49.10 deficit last year.

TREASURERS' REPORTS—1894-95.

RECEIPTS.

	Wesson.	West Point	Winona.	Woodville.	Yazoo City
Balance	....	$ 516 32	$ 16 60	....	$ 226 04
State distribution	$ 1826 33	1335 67	702 92	$ 413 57	1772 40
Polls	239 02	378 30	351 14	190 12	298 76
City levy	5689 28	1935 60	1150 44	1333 50	5728 78
From county, for county pupils	112 50	184 71	242 55	224 60	236 27
From county pupils (tuition fees)	155 95	....	93 35	41 75	92 95
Chickasaw and township fund	....	270 20	....	....	800 00
Other sources	50	(c) 13 10	3 50	3500 00	193 60
Special tax for building	....	1720 00	....	727 45	....
Total receipts	$ 8023 08	$ 6353 90	$ 2560 50	$ 6430 99	$ 9348 80

DISBURSEMENTS.

	Wesson.	West Point	Winona.	Woodville.	Yazoo City
Salary of County Superintendent	$ 74 00	$ 98 10	$ 44 00	....	$ 64 80
Salary of City Superintendent (or Principal)	855 00	810 00	(b) 875 00	777 00	900 00
Teachers' salaries	3515 41	2882 50	1425 00	949 00	5341 00
Treasurers' commissions	63 32	....	....	87 50	143 29
Fuel and janitor	379 15	204 92	84 50	60 00	508 07
Rent and repairs	85 31	45 70	129 10	15 05	314 11
Building	1000 00	....	....	3509 28	....
Interest on bonds	1000 00	1720 00	....	163 31	429 40
Incidentals	(d) 1050 89	69 72	....	587 50	846 31
Total disbursements	$ 8023 08	$ 5830 94	$ 2557 60	$ 6148 64	$ 8546 98
Balance forward	....	522 96	2 90	282 35	801 82
Deficit	....	....	....	....	....
Amount of building bonds	12,000 00	8000 00	....	3000 00	....

(b) $242.55 was paid principals by Co. Tr. (c) "Former Tr.'s last rep't should have shown bal. $13.10 more." (d) $19.50 tuition ret'd.

ABERDEEN PUBLIC SCHOOL.

WATER VALLEY PUBLIC SCHOOL.

SEPARATE SCHOOL DISTRICTS.

ABERDEEN.

M. ROSE, SUPERINTENDENT.

The public school building in Aberdeen, was erected and furnished in 1890, at a cost of about $30,000. It is now in perfect condition. The heating and ventillation system is entirely satisfactory. The plans of building were given in a previous report. Our teachers are earnest and studious, as a rule, and are rapidly coming to the front. The normals of 1894 and 1895 have been a very great help to our teachers.

Our course is divided into three departments; primary, intermediate, and high school.

The first, second and third grades constitute the primary department. The third, fourth, fifth and sixth grades constitute the intermediate department; and the eighth, ninth and tenth grades, the high school. Every department is thoroughly graded, and the course is arranged with strict reference to the report of committee of 1894. If all colleges and state schools would arrange their courses to articulate with the public schools, it would assist very much in systematizing the schools of the state.

We have added to our course within the past year, vocal music, drawing, elementary science and physical culture. Our teachers have taken hold of the new work earnestly and conscientiously, and, in the main, successfully.

Our library has about 300 volumes. Each grade has its special library, and is slowly adding the books needed for supplementary, and reference work. The money is obtained by small donations from pupils — entertainments, etc. The knowledge of how to use a library, and the love for using it are very great safeguards against ignorance. "All things come to those who wait"—and work faithfully.

Mrs. Kate Cox has charge of our first grade; Miss Clara Sims the second grade; Miss Julia Love the third grade; Miss Maud King the fourth grade; Miss Ruth McDougal the fifth grade.

These five grades are taught on the room plan. The sixth to the tenth inclusive, are taught on the hall plan, and while they are thoroughly graded, the teachers teach special subjects rather than special grades. Miss Lucy Simpson is principal and hall teacher. Misses Julia Eckford, India Flynt and Frankie Hill, are the high school teachers.

Mrs. N. W. Hatch, Miss Ellie O'Conner, Miss Fannie R. Sykes, and Mrs. Mattie Watkins have charge of the department of instrumental music; Miss Sallie Matheney, elocutionists; and Miss Mary Lowe Manning, art. These departments are sustained by a tuition fees from the pupils.

The colored school building is an excellent framed building, comfortably furnished and heated.

The school is graded with eight grades, including the public school branches. J. A. Harmon, with four assistants, is doing good work.

BOLTON.

CHAS. F. CAPPS, PRINCIPAL.

No additions or changes have been made in our school-building since my last report. The accompanying cut, which is the best I could procure, shows only a part of the lower story; the upper story, containing three large rooms, is only partly used for school purposes.

Since my last report, we have fitted up a small room as a chemical laboratory, where we have apparatus and chemicals necessary for a one year's course in chemistry.

Am sorry to say, our library has not grown since my last report.

The high-school course covers three full years, and extends back somewhat into the public school course, some high-school branches being taken up before the public school course is completed. In the first year of the high-school work, there are twelve pupils; in the second year six; and in the third year four. Of these eighteen study algebra, ten study Latin, and six study geometry.

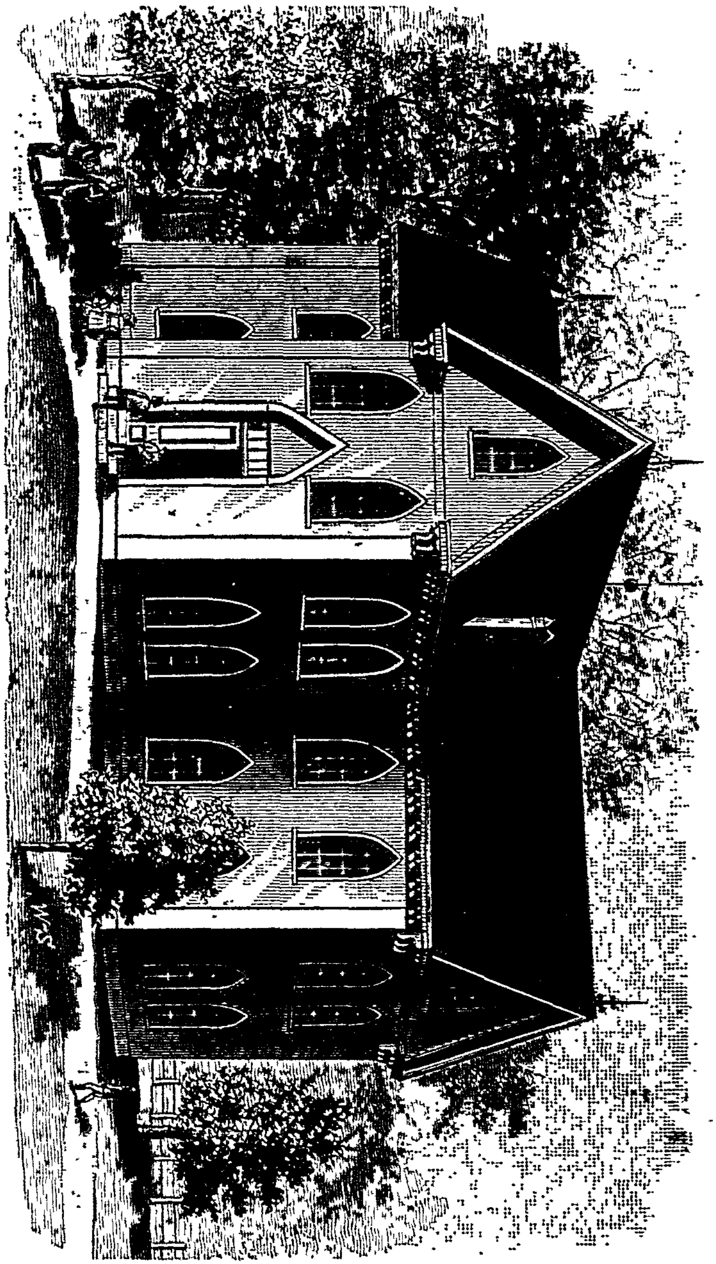
We have not used the course of study outlined by the committee of ten—1894, from the fact, that our course was formulated and adopted in October, 1892, and we have been somewhat averse to making any change. Our course does not differ materially, however, from that adopted by the committee, except that, in mathematics we have trigonometry, both plane and spherical, and in Latin, Cicero and Horace.

During the past two years, we have had to combat many difficulties. Owing to hard times, some have opposed the levying of a tax sufficient to support the school, and have urged the abolishing of the separate district. But better times have brought a better sentiment, and, so far as I know, all opposition and dissatisfaction have ceased.

Bolton became a separate district in 1892.

BOONEVILLE.

W. T. FOSTER, PRINCIPAL.



This being my first year here, I can say but little as to the progress of the schools for the past two years. I believe this scholastic year constitutes the third under the separate district plan. Apparently, good work has been done by my predecessor and his assistants. We have a very fair, though old, school-building. Our grounds are beautiful—sloping gently in all directions, covered with a fine grove of oak. Equipments are such as ordinarily found—such as blackboards, charts, etc. The entire working of the school is systematized by a splendid electric program clock, the property of the principal. A library of about 300 select volumes is located in the school building. The library is, I believe, the property of the school and the town. Books can be withdrawn for a period of two weeks free of cost, after which each additional day's retention costs a stated amount. The library was created by private donation of funds. The High School Department aims to fit pupils for the Freshman class of the State University. We conform as closely as possible to the course of study recommended by the Committee of Ten of 1894. We consider it the thing above all things necessary to the correlation of the secondary schools with the University. We have long wished that the University could be brought more fully into the affections of our schools. This will accomplish that result. We have now in Latin, 30; in Geometry, 5; in Algebra, 43. I cannot now speak definitely as to the number of years in the High School course. Our first assistant is Mr. A. L. Sutherland, of Southland, Miss.; second assistant, Miss Edna Walthall, of Booneville, Miss.; third assistant, Miss Yettie Williams, of Rienzi, Miss. Miss Hettie Williams presides over our our music department, while Miss Maggie Cromwell, of West Point, Miss., has charge of the art department.

Our school now numbers about 200 pupils, and a fine spirit of work prevails.

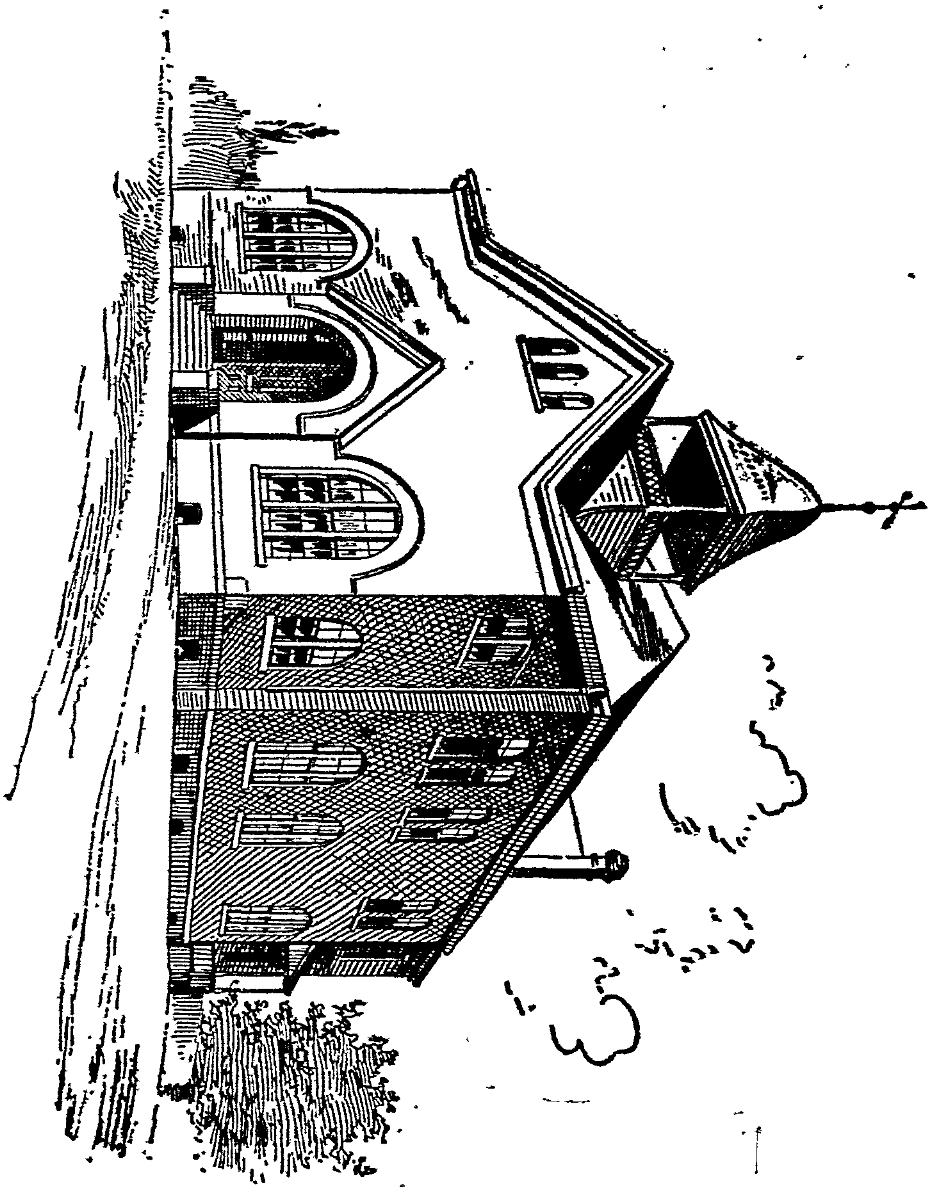
BROOKHAVEN.

MISS LOU LOVELL, PRINCIPAL.

Brookhaven became a separate school district about 1871. The course of study was graded in 1890.

The school building, a neat, substantial, two-story brick structure, was erected in the spring of 1891, at a cost of $11,000 for house and lot. It is furnished with patent desks for 263 pupils, slate blackboards, teachers' desks and chairs, patent recitation benches, charts for reading, music, physiology, and globe, wall maps, and moulding board for geography. The furniture and equipments cost $1,150.

The library is yet in embryo. So far its chief use and success is to furnish supplementary reading for the lower grades.



The course of study for the high schools, recommended by the committee of ten at the University normal, 1894, was adopted by the board of control in the following September.

The course of study in the high school requires three years to complete. Enrollment in this department, November 30, 1895, eighth grade 30, ninth grade 10, tenth grade 4. Of these 44 study Latin, 40 algebra, and 4 geometry.

Each year witnesses a larger enrollment and a correspondingly larger attendance as compared with the previous year. The improvement in scholarship and tone has kept pace with the increase in numbers.

BILOXI.

C. S. LANCASTER, PRINCIPAL.

This school has been under the present management for the past two years.

At the close of the term of 1893 and 1894 the trustees saw the necessity of relieving the graded school, and established at the opening of term of 1894 and 1895 two primary schools. One in the northern and the other in the eastern part of the city. While these schools were well attended, the graded schools was still over-crowded that year. At the beginning of the present term another primary school was established in the western part of the city, and at this time the graded school has not an empty desk, and the suburban schools are asking for assistant teachers.

The graded school building is a two-story frame building, having three school-rooms, with a capacity of fifty pupils each. Museum and cloak-room on first floor.

The second floor has a study-hall with a seating capacity of one hundred and fifty pupils, two class-rooms and library. The school is furnished with best style of single desk, good black-boards, maps, globes, and charts.

The building was presented to the town of Biloxi, by Messrs. F. T. Howard and Harry T. Howard, in 1888. Cost $8,000.

The museum is quite a fine collection, and was the life-work of Dr. Girardin, who left it to the school at his death.

The library has between four and five hundred volumes. Pupils are permitted to take out books Friday evening after school is dismissed.

In addition to public school-studies we have algebra, book-keeping and phonography.

The school is held back by lack of means to employ teachers. The school-term is seven months.

CANTON.

S. P. WALKER, PRINCIPAL.

The buildings of the Canton graded school are sorry structures indeed, having been erected before the war. All the buildings are framed—two small houses of one room each in front for music and art, and back of these about 20 feet, the main building, which has two stories. On the ground floor there are five rooms, only three of which are fit to be used; and on the second floor four rooms, two of which are used. It is a burning shame for a town of this size and importance to have such buildings for a public school, and it is to be hoped that enough town pride will be aroused to put up a creditable building.

There are no equipments or library. In the high school are two grades, eighth and ninth, requiring two years. In the eighth are 18, in the ninth 11; 29 study Latin and algebra, and 11 study geometry.

I endeavor to use the plan suggested by the committee of ten, with some modifications. I try to make the high school course serve as a preparation for entrance to the freshman class at the University, and believe the recommendations of that committee tend to do this. Latin and algebra are begun in the eighth grade; in the ninth, geometry, natural science and literature are taken up.

Our enrollment thus far has reached 170, and our faculty consists of five teachers, including the principal.

The colored school is a rented building, with an attendance of about 150, and a faculty of five, including the principal.

CHARLESTON PUBLIC SCHOOLS.

J. S. THORNTON, PRINCIPAL.

The lower floor of the Masonic old building divided in two, and one room up stairs, are used for school purposes—the school house having burned down several years ago.

The negroes have a like building, though the superintendent has moved them to improve and add to theirs, which will soon begin. He also entertains high hopes of soon seeing a suitable building for the whites fully materialized.

Plans for securing a library and some much needed apparatus are maturing.

The workings of a separate school district are so different to what the people have been accustomed, though this is its third session, they are just now beginning to understand and appreciate what they have.

Three years are required to finish the high school course, though we have not, as yet, a full tabulated course.

The course in Latin, mathematics, and English recommended by the "committee of ten" has been adopted, and a part of that in the sciences. The course has been left open, and will be as long as it can be, that the best course possible can be mapped out.

The rooms are seated with double desks with single seats.

All furniture is worth about one hundred and twenty-five dollars.

CLARKSDALE.

J. E. HOPKINS, SUPERINTENDENT AND PRINCIPAL.

The Clarksdale Graded High School, under the separate school district system, was established in 1890, and has been in successful operation ever since.

The building is a large two-story structure, fairly equiped with suitable apparatus and furniture adapted to school purposes. Embracing also, departments for primary work and music.

As yet, no provision has been made for a library; but the subject has been discussed by the school authorities, and at no distant day it will be established.

The high-school department comprises a three years' course.

Thirty students in each year. There being an average of ten or twelve studying Latin and Algebra.

We do not use the course of study recommended by the committee of ten at the University Normal of 1894. The matter of the selection of a school course being relegated exclusively to the judgment of an intelligent board of school directors.

The school is in a prosperous condition. All departments full, and the work carried on harmoniously and successfully. A generous rivalry existing among teachers and pupils, as to *"who best can work, and best agree."*

The length of the school term is eight months.

In the near future, other buildings on a more extensive and elaborate scale, and commensurate with the growth, progress and improvement of the city will be erected.

The town has a brilliant future before it. The citizens are enthusiastic in their support of a good school system, and the students ambitious in the pursuing of their various studies.

The little "Queen City," situated in a rich and fertile section of the Yazoo Delta, is destined to occupy a commanding position, not only as a commercial but a leading educational center, in this section of the State.

COFFEEVILLE.

WYNN-PRESTON INSTITUTE.

WM. D. SHUE, SUPERINTENDENT.

Since its first year this school has steadily grown. No material changes have been made, and the same faculty—with one exception—now as then. The present superintendent, with the exception of one year, has had charge of the school for the past five years. Every effort reasonable has been employed to arouse an interest in the higher studies, and these efforts have succeeded so well that we now have from 25 to 30 pupils in Latin instead of five to six, as formerly; a good Greek class, some students in French and German, 35 in algebra, 20 in geometry and a proportionate number in all the higher studies.

The board has lately given the school a good set of chemical and physical apparatus, so that these branches are now being well taught. In making out the course of study for high school department, the course recommended by the committee of ten has been followed as closely as practicable, and has been found well suited to the demands of secondary work.

A university preparatory course has been added, while the high school course is for students who do not expect to attend college or university.

No change has been made in building or surroundings since last report. Number of teachers and salaries are the same, except that the services of three student teachers are employed. This school has aroused in this vicinity a great interest in education.

Beside a goodly number of boarding pupils, there are many students from the country.

COLUMBUS.

J. M. BARROW, SUPERINTENDENT.

FRANKLIN ACADEMY.

This school was established in 1821, and endowed with the sixteenth section of land on which the larger portion of the city is located. It has furnished tuition free to the children of this township for the past seventy-four years. The main building was erected six years ago, and is a three-story brick structure of twelve rooms, with a seating capacity of fifty-five pupils each. It has also a hall with eight hundred seats. The building is lighted with gas, and supplied with water from the city water-works. Its average enrollment is about 560.

UNION ACADEMY.

This school is for colored children, and has a building of eight rooms, and a seating capacity for five hundred pupils. Its average enrollment is 700.

MONTEVALO SCHOOL.

This school is also for colored children, and is located in the northeastern part of the township, outside the corporate limits of the city, and usually enrolls about 50.

The Franklin Academy has a high-school department of three grades, one year each. In the first year's course, or ninth grade, are thirty-four pupils, in the second year's course, or tenth grade, twenty-two, and in the third year's course, twenty-six.

The course of study recommended by the committee of ten, at the University Normal of 1894, is followed with some exceptions.

This school district was established in 1878, and consists of the entire township.

CRYSTAL SPRINGS.

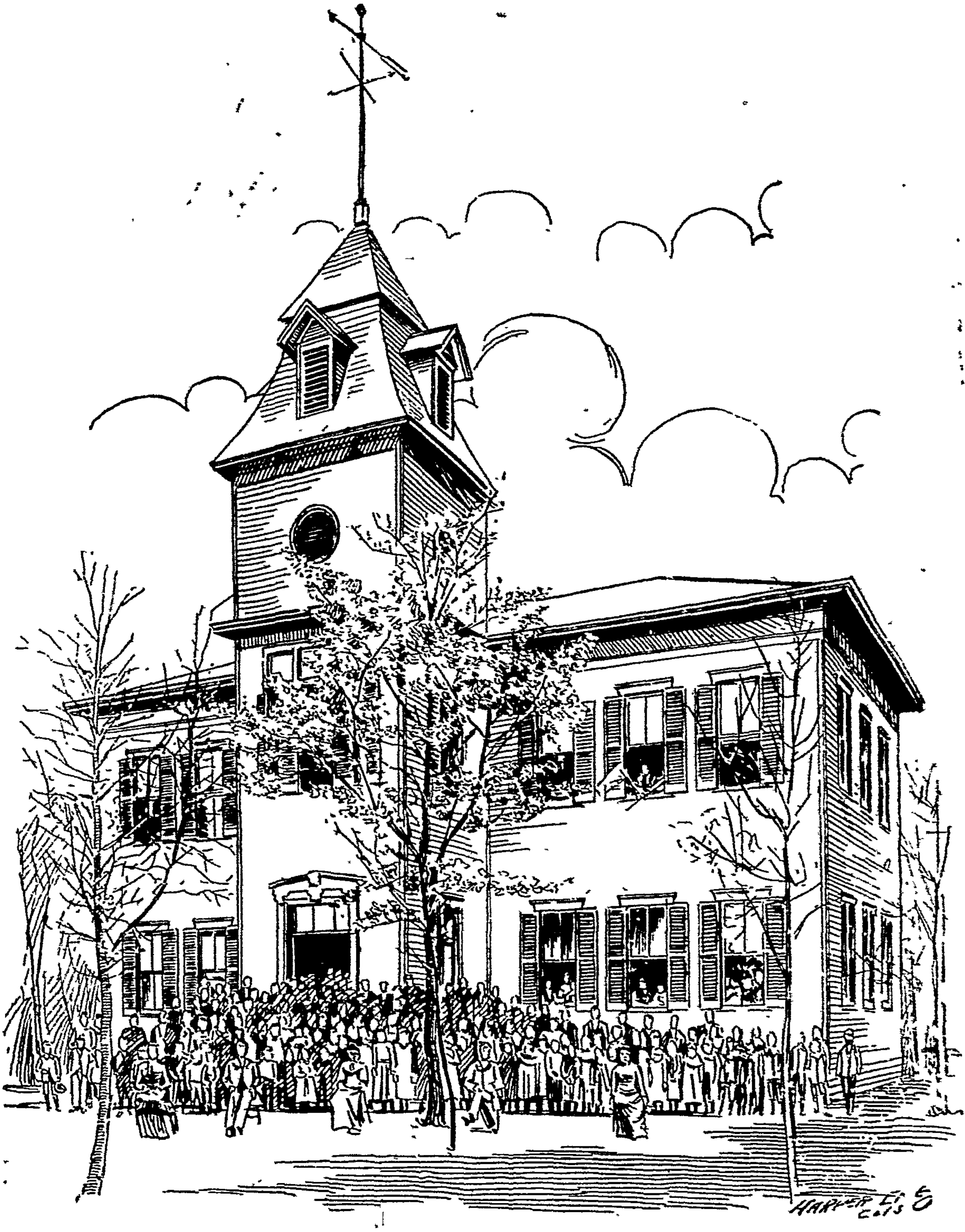
T. L. TRAWICK, PRINCIPAL.

Our commodious building, erected five years ago, after the most approved plans, cost in the aggregate $10,000, with an additional thousand for furniture and black-boards. A two-story building, with same plan above as below, a large hall on each floor in which the pupils are seated during periods of study, while on each end of these halls there are recitation rooms to which the children repair for their recitations.

At the entrance of these halls there are two rooms, one for either sex, in which the children leave their lunch and wraps.

By an approved schedule of recitations, no two periods follow each other in the same grade, affording time for the pupil to prepare or review his recitation before reciting. The periods of recitations for all grades are of half hour's duration, and the change is announced by program clock—an electric device invented by the principal—which rings a gong in each recitation room. The marching to and from the recitation room and in and out the building is to music.

There are seven grades below the high school department, and the studies in these are on a parity strictly with the branches taught in the ungraded schools of the country. Three years are devoted to high school work; in the eighth grade Latin is begun, also algebra, physical geography, rhetoric and English history. The ninth grade completes algebra, botany, physics, general history, read two books of Cicero and two books of the Æneid, study rhetoric and composition, and begin Greek. In the senior year the class reads the odes and epistles of Horace, completes geometry begun in ninth grade, and finish plane trigonometry, read three books of the Anabasis, complete Goodwin's Greek Grammar and Taine's History of English Literature, and Merivale's History of Greece. A high curriculum, but



one we are doing good work in. We prepare for the sophomore class in the State University.

In the high school department there are at present eighty-eight pupils, all of whom study Latin, and mathematics, the former being made compulsory on the pupils. Twenty pursue Greek. The primary department is in the hands of two competent teachers, especially trained for the work.

The financial condition of the school is at present not so flattering, owing to quite an item of indebtedness allowed to accumulate year by year, until it is almost impossible to pay it off without funding it.

Library—On the upper floor are two rooms 20x14 feet, especially fitted up for a library and reading-room, accessible at all times of the day for consultation—both for teachers and pupils.

At present there are more than 1,000 volumes, including several different encyclopedias, international dictionary, all the poets, works of standard authors of fiction, miscellaneous writings, biographies, and all the standard histories of England, Greece, Rome, classical dictionaries, etc., in the aggregate valued at $2,000, making, as we believe, the best public school library in the State. In connection with this there is a museum department of specimens, both geological and reminiscential, all the native rocks of the country, besides quite a number of foreign specimens, and not a few Indian relics of pottery, arrow heads, etc. The Library has a membership of over 400 at present, quite a number being citizens of the town and residents in the adjacent country. This feature of the school is deemed by all to be the link to bind the patron and the school together.

Present faculty: Miss Mattie Barrington, salary $50; Miss Luella Barnett, salary $50; Miss Kate Rutledge, salary $50; Miss Mary Fulgham, salary $40; Miss Eula Mortimer, salary $40.

Mrs. Hibbler, music teacher.

ENTERPRISE.

O. HUNT, PRINCIPAL.

During the past two sessions of eight and one-half months each, our enrollment has been good, and our schools have done excellent work.

Our school buildings are neat, comfortable, wooden structures. The main building is a two-story structure forty by sixty feet, and cost about $2,300. It is furnished with blackboards, chairs and patent desks sufficient to accommodate all pupils.

We have a good terrestial globe and sufficient chemical apparatus to perform all experiments in Cooley's Elements of Chemistry. We have no physical apparatus.

Our library has about two hundred and seventy bound volumes. Among these volumes are some choice biographies, poems, essays, histories, International Dictionary, Library of American Literature, Encyclopedia Britannica, etc.

After the fourth year, each pupil is required to do a given amount of reading selected by the principal. Most of our pupils are fond of reading, and our books are usually returned promptly, and in good condition. The library has been obtained chiefly by donations of books and of money to purchase them.

We have three years of high-school work, with fourteen pupils in first year, twelve in second, and one in third. Twenty-five study algebra; twelve Latin; one geometry.

The report of the Oxford committee of ten meets with my hearty endosement, and I regret that circumstances have been such as to prevent its adoption in its entirety.

Our town became a separate school district in 1890.

The teachers for the present session are: O. Hunt, principal, Misses Maggie Kelly and Alice Bass. Mrs. A. Brown has charge of music class. D. J. Randolph teaches the negro school.

CORINTH.

JOHN B. PARK, SUPERINTENDENT.

Corinth is awake to the necessity of maintaining a public school of high order. September 2, 1895, our new building, a model of beauty and convenience, was ready for occupancy; for the first time in its history the public school receives the patronage and support of the entire community. There is not a private school in the city.

Last year there were five teachers beside the principal — one male and four females. This year we commenced with two male teachers in charge of the high school department, and four ladies in charge of the grammar, intermediate and primary departments. It soon became necessary to employ another teacher—which was done—making two more this year than last. Our new building is taxed to its utmost capacity, and both buildings will be used next year. This year, for the first time, we have a nine months' term.

High school course, three years, prepares for University, A. & M. College and I. I. & C.

Teachers—W. D. Conn, English and Latin; J. N. Harner, sciences and mathematics.

Grammar Grade—Miss Irene Gallaway and Mrs. Mary B. Curlee.

Intermediate Grade—Miss Mamie Martin and Miss Kate Ijams.

Primary—Mrs. Fannie B. Allen.

Penmanship, drawing, vocal music and physical culture are required in all the grades.

Music—Our musical director, Mr. F. H. Tschudi, is a Fellow of the College of Musicians. He is assisted by Miss Marcia Sloan, a student of the New England Conservatory.

DURANT.

W. J. HUMPHREY, PRINCIPAL.

BUILDINGS.—Up to last year our building was altogether inadequate to the necessities of the school. We have now a commodious building of six rooms, well furnished with patent folding desks, a good set of wall-maps, an abundance of blackboard, a good set of philosophical, geographical, and arithmetical apparatus and charts.

GRADING.—Our present system was organized September 18, 1893, and has been entirely satisfactory and successful. The school consists of eight grades.

HIGH SCHOOL.—This department, the seventh and eighth grades, consisting of a two years' course, embraces the following studies: Latin, higher English and composition, higher arithmetic, elementary algebra, physics and physiology, plane geometry and civil government.

We have this year studying Latin 18 puplls; mathematics, beyond arithmetic, 23; sciences, 25. Enrollment for the present term, 180.

Of our last year's pupils, we have one at Univerity of Mississippi; one at Blue Mountain; two at Belhaven, and one at Marion Military Institute.

FACULTY—W. J. Humphrey, principal, salary $100.00 per month; Clarence Bell, first assistant, salary $50.00 per month; Miss Annie Humphrey, second assistant, salary 35.00 per month; Miss C. L. Ireys, primary work, salary $35.00 per month; Miss Georgie Nicholson, hall director, salary $35.00 per month. Miss Clara Smith, teacher of music.

EDWARDS.

H. D. WEBB, PRINCIPAL.

The town of Edwards was made a separate school district in 1892, and a steady improvement in school affairs has marked the change.

This is my second year in connection with the public school in this place, and there has been a marked improvement in many respects—in average attendance, in order, and in character of work done by pupils.

The school house is a large two-story frame house, 90x60 feet. The lower floor is used for school purposes, while the upper floor is the town hall, and put to various uses.

The building was completed five years ago (1890), and was built and equipped at an expense of $5,000, which was raised by subscription. The building, at its completion, was presented to the town. The lower floor has three rooms. At the entrance there is a comfortably large vestibule and on the left a large cloak room. The rooms are furnished with comfortable desks, and are well lighted and heated.

The desks, though comparatively new, show some abuse, and will be replaced in another year. All available space is converted into black-boards and very much used as such.

We are rather lacking in equipment, especially in our primary room and moderately so in the others, but we hope soon to better our condition.

Our library consists mainly of reference books, such as encyclopedias, dictionaries, etc. We have about fifty volumes but they are constantly used. They were bought by the school authorities.

The town furnishes us with a janitor, who is constantly on hand and gives the grounds and building his undivided attention. They are always in a neat condition and are an ornament to the town as all school property should be.

Our high school department consists of a three years' course of study and we attempt to fit students to enter sub-freshman in our State colleges and University.

Our school employs three teachers and last year had an enrollment of 104. This year a goodly number have gone to college and an attendance of 90 has been enrolled thus far. It is with much satisfaction that I note that such a number has been able to enter college, as they were studying with that end in view.

We have 15 in first year of high school, 8 in second, and 5 in third; 21 are in Latin, and 26 study algebra.

We pursue, in fact, the course mapped out by the committee of ten of the University normal of 1894, but we are not fitted to adopt the whole, nor should we care to; for the present, It is too much for us, but I trust and believe that we shall, in our own good time, grade up to its full measurement.

ELLISVILLE.

W. H. FOSTER, PRINCIPAL.

In the winter of 1891–'92, some of our leading citizens, feeling the necessity of a good school, went to work and finally succeeded in having the town made into a separate school district. Steps were immediately taken towards building a more commodious school-house, and by November, 1892, the school was moved into its new quarters.

The building is a nice two-story brick, 90x120, with four large rooms and two halls below stairs; a large auditorium, library, music, and art room, and one recitation room above stairs. It is comfortably heated, well ventillated, seated with the best patent desks, and in every way suited to accommodate the town's school.

Our library is small, but, by the kindness of our Congressmen and other friends, it is rapidly growing, and is used constantly by the literature and rhetoric classes of the different grades.

The school is divided into eight grades, the last two of which constitute what we now have of a high-school department.

The eighth grade has been added during the last year, and, as soon as possible, a ninth grade will be added, completing, for the present, the high-school department. We have in the advanced grades, eighteen pupils in Latin, twenty in algebra, and ten in geometry.

The classification is not, as yet, in full accord with the report of the committee of ten, but is being shaped in that direction as fast as possible.

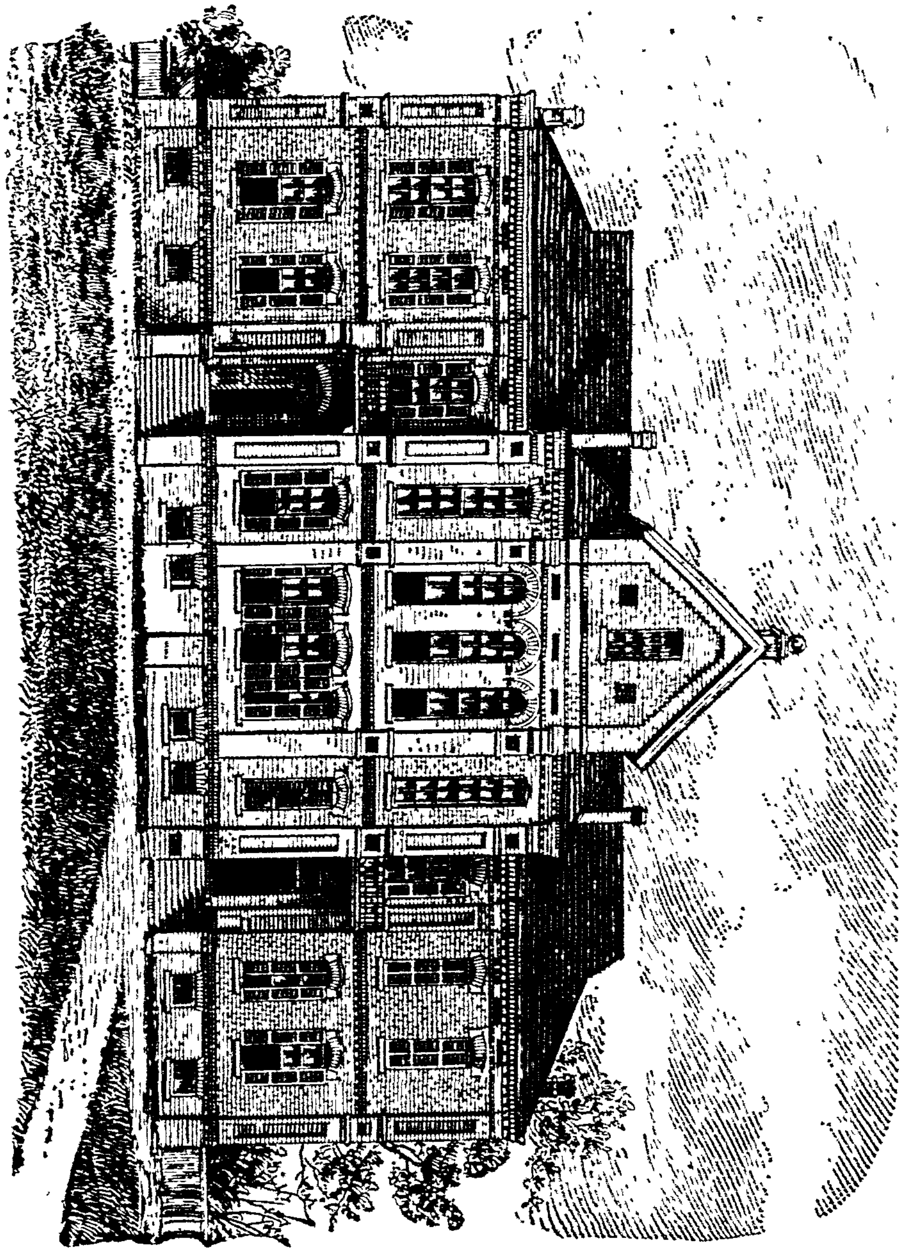
The progress of the school for the last two years has exceeded the expectation of the most sanguine; closing at the end of the second session with an enrollment of 175, we now have, in the middle of the fourth session, an enrollment of 275, with an average attendance of over two hundred.

We have, including music, art and elocution, a faculty of eight live, energetic teachers, whose motto is, "progression," and who are ever awake to everything that tends to advance the standing of their school and of their profession.

GRENADA.

S. A. MORRISON, PRINCIPAL.

Our school building, a handsome brick structure, is located about the center of our town upon large and commodious grounds. The building contains ten well ventilated and easily heated rooms, besides the basement. The hall, capable of seating two hundred and fifty pupils, is on the second floor, with two recitation rooms at each side, having seating capacity of fifty each. On the ground-floor we have two large rooms, seating capacity one hundred each, and at either end of these two smaller rooms, with seating capacity of fifty each.



The school is divided into three departments—primary, intermediate and high school. The primary department consists of three grades—first, second and third. The intermediate consists of four grades—fourth, fifth, sixth and seventh. The high-school consists of three grades—eighth, ninth and tenth. One year is required for the completion of each grade. The number of pupils in high-school department last term was seventy (70). This year the number has reached sixty-four (64). Number of pupils in Latin fourteen (14); algebra fifty-four (54); geometry (10) ten. We use the course of study recommended by the committee, with exception of chemistry.

I consider the course good in all respects with the exception of the mathematics. This is too heavy to be successfully accomplished. There is entirely too much "lapping" in it.

Grenada became a separate district in 1887. Our school is in splendid condition. An additional grade each year for the last two years shows that the support is strong and the sentiment encouraging to the public school. The number enrolled each year exceeds three hundred, and the average attendance is good indeed. The people not only patronize but they appreciate the public school.

The colored school employs three teachers, has good frame building, and is in flourishing condition.

GLOSTER.

J. E. BROWN, PRINCIPAL.

This town was made a separate district in 1892.

The building is a substantial two-story structure, containing nine rooms—six on the first floor and three on the second.

The hall has a seating capacity of three hundred. The rooms are well-furnished with the latest style of furniture and fairly well equipped with maps, charts, globes, etc.

The entire cost of the building and furniture is between eight and ten thousand dollars.

The school was not graded until this year; hence the grades are not very well arranged.

Below the high-school we have seven grades. In the high school there are three grades of one year each.

The course of study in the high-school department is as follows:

Eighth Grade—Reed and Kellogg's Higher English, Mental and Written Arithmetic, Algebra, Latin, State History, Civil Government and Physiology.

Ninth Grade—U. S. History, English History, Rhetoric, Algebra, Philosophy and Latin.

Tenth Grade—History of Rome and Greece, English Literature, Latin, Geometry, Botany.

The object of the school is to be a stepping-stone to college for those who can go further, and to furnish a practical education to those who are not able to attend college.

In the true sense we have no library, and no efforts are being made to procure one.

There are at present twenty studying Latin; fifteen the Sciences, and twelve studying higher Mathematics.

Faculty—J. E. Brown, C. M. Shaw, Miss Thurza Lamkin, Miss Addie Garrow, Miss Olivia Smith and Miss Nina Brown.

GREENVILLE.

School No. 1, with primary annex, contains thirteen recitation rooms and two study-halls. This property remains practically as reported in 1892.

The brick building on the old court-house lot, has undergone, during the last summer, substantial repairs and has been transformed into three large and comfortable schoolrooms. The furniture is good, but old, and our board have decided that "new bottles should have new wine," and will at their next meeting order the very best furniture for this building. This building is known as School No. 3.

School No. 2, is a comfortable two-story building, built in 1888, and containing six large rooms.

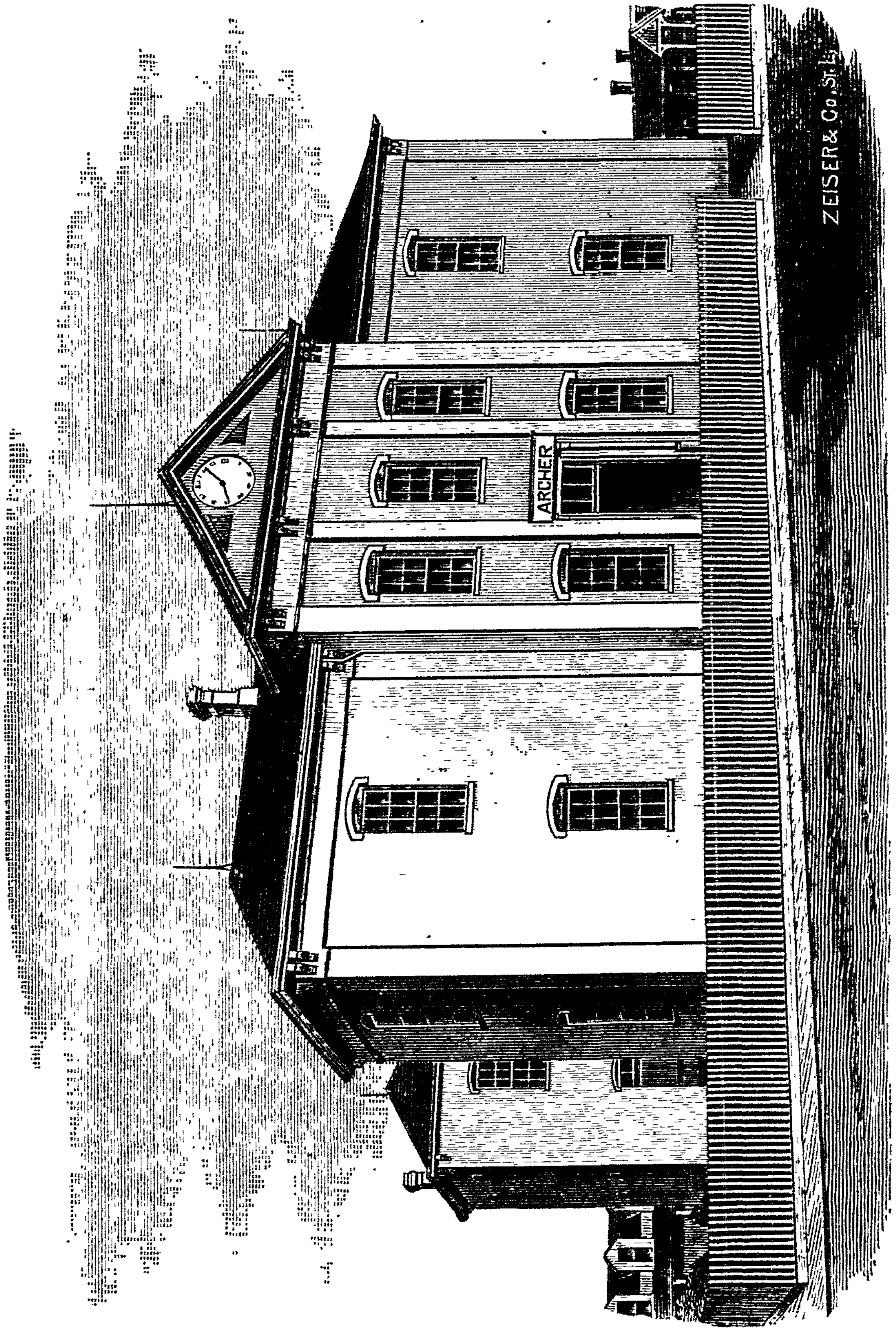
No. 4 has just been completed and adds four excellent class-rooms. Nos. 2 and 4 are for the colored race.

I have specific supervision over Nos. 1 and 3, and shall devote this report to them.

The Y. M. C. A. has placed at the disposal of the schools their library. This collection of books was given to Greenville about 1880, by Mr. C. P. Huntington, and originally cost $5,000. It has been much abused, and many books have been lost. But it adds greatly to our reference library, and we are making the very most of the treasure.

During the past two years I have expended all money given by the board, or earned by the school, for sets of supplementary reading books. The library now has twenty sets of fifteen each. I consider this one of the best features of our school work, and mention a few sets, to indicate the character of work done:

Wonder Book and Tanglewood Tales, by Hawthorne; Hiawatha and Evangeline, by Longfellow; Irving's Sketch Book; Sharp Eyes, by Burroughs; The Book of Golden Deeds, Yonge; Lady of the Lake, by Scott; Selections from



The Spectator and De Coverly Papers, by Addison; Black Beauty, etc., etc. Several of these sets passed through as many as five grades last year. Each book is a masterpiece of its kind, and I think there are great advantages to be gained by an entire grade reading and discussing together an English classic. I could not begin tell of the volumes written and told, by our children about gods, heroes and other things read of in these books; nor of the pages of Longfellow, Whittier and Scott, many of them, can repeat.

Our Chrysanthemum Show has grown into an annual custom, from which, not only the school, but the entire community, derives great cultural value. This year it netted for our reading-room twenty-five dollars. This pays the subscription for: Five of the best magazines, 4 juvenile periodicals, 4 educational journals, and two weekly pictorials. This covers our course in current events, and I think means much toward citizen-making.

I mention here our "Arbor Day," and "Field Day," simply to get them on record. They have been systematically observed by our school since 1888, and 1889 respectively, and have steadily grown in the hearts of our people.

Our high school course covers the 9th, 10th and 11th grades' work. At present, December, 1895, there are 23 in the 9th grade, 20 in the tenth grade, and 16 in the 11th; 48 study Latin, 42 algebra, and 14 geometry. The entire 8th grade (36) recite oral Latin thirty minutes daily.

We follow the reports of the "committee of ten," both State and national; and most gladly testify that our course of study has been materially enriched by them.

We feel specially proud of the science work our children are doing this year, and I trust the following notes taken in the several grades yesterday, December 6, may be helpful to some and indicate the character of work the Greenville schools are doing:

The 11th grade made and tested the five oxides of nitrogen. The 18th grade determined the specific gravity of mercury, water, water and salt, H_2, SO_4, HNo_3, wood, iron, lead, and several pieces of rocks and minerals. The 9th grade had just completed a weeks' study on the fly. We have recently added two compound and seven simple microscopes to our working apparatus, and the drawings and notes by this grade attest the wisdom of the outlay.

Every child in the grammar and primary grades studies elementary science for sixty minutes a week. They are intensely interested in the work and our teachers are finding beautiful lessons to be taught in the most commonplace things about them.

The lessons for the 8th grade were on the oak, or as they would inform you, on *Quercus Aquatica*. They are illustrating the poem beginning, "The Oak Tree was an Acorn Once." This is their home work.

The 5th, 6th and 7th grades are studying seeds; 3d and 4th grades, the feet and heads of chickens and turkeys; while the first and second grades are deep in the mysteries and beauties of mother nature's blankets and seed cradles. I believe nature studies will arouse children when all things else fail. It is my strong lever toward morality and right. The rod was abolished two years ago in our schools. We have had some very steep grades to climb, but I rejoice that we have about gotten to a level path and easy travel. I attribute most of the victory to lessons in art and in elementary sciences.

Miss Stern gives to each grade in the schools one hour a week in drawing, pen and ink work, or modeling. I should like to outline our art course. It is a revelation the amount of work we get out of it and the refining influence it has upon children. I very much question if any other subject in the school course has so high an educative value.

Miss Stern is using the laboratory method in literature, and Miss Darling has adopted the same in her classes, most successfully. I am urging it in all of our grades and I think I begin to see the first fruits of the method in the increasing demand made on the library. Teaching force 1895–'96: High school—E. E. Bass; Miss Darling, principal, Miss Shelton, Miss Stern. Grammar school—Miss Harbison, principal; Misses Mozinski, M. H. Trigg, Gilliam, North, assistants. Primary annex—Miss Johnson, principal; Miss Pierce, assistant. Court school—Miss Trigg, principal; Misses Barry and McCutchen, assistants.

Four of our teachers are graduates of the school and three more were educated in it. Enrollment to date 419 pupils.

GREENWOOD.

E. W. HUNTER, PRINCIPAL.

The school house, as originally built, is a one-story frame structure, forty feet wide by one hundred feet long. About a year and-a-half ago an addition was made to one side of the main building. This addition is now used for the primary department. The main building consists of a study hall with two recitation rooms in the rear; in front of the hall is another recitation room with one cloak room on each side. The building is well heated, and is well supplied with school apparatus in the way of desks, charts, maps and globes. There is no physical or chemical apparatus.

The school grounds are entirely too small, there being but scant room for play-grounds. The building is fairly well suited to the needs of the school since the new room was added. The school has no library.

There is no regular high school department. We have eight regular grades and do some work more advanced than this, but not enough to justify its being called a high school department.

I think that the course of study recommended by the committee of ten at the University Normal, 1894, is well suited for the purpose for which it was formulated, and as far as practicable all high schools in the State should use it.

Greenwood became a separate school district in 1892.

HATTIESBURG.

E. J. CURRIE AND W. L. ELLIS, PRINCIPALS.

The Hattiesburg Graded School has every prospect of success before it. Our buildings, however, are not what we would like to have. We hope to have a new building, well equipped, by the opening of the next session. Our present buildings are comfortable, but by no means adequate for the number of students now in attendance. We are very well supplied with patent desks. We have no library, but feel the need of one very much. We have a High School Department which covers a three year's course. We have about twenty-five students in this department. There are about fifteen in Latin and algebra and three in geometry. We do not adhere strictly to the course of study recommended by the committee of ten at the University Normal, 1894, but perhaps will conform more closely to it in coming years.

HAZLEHURST.

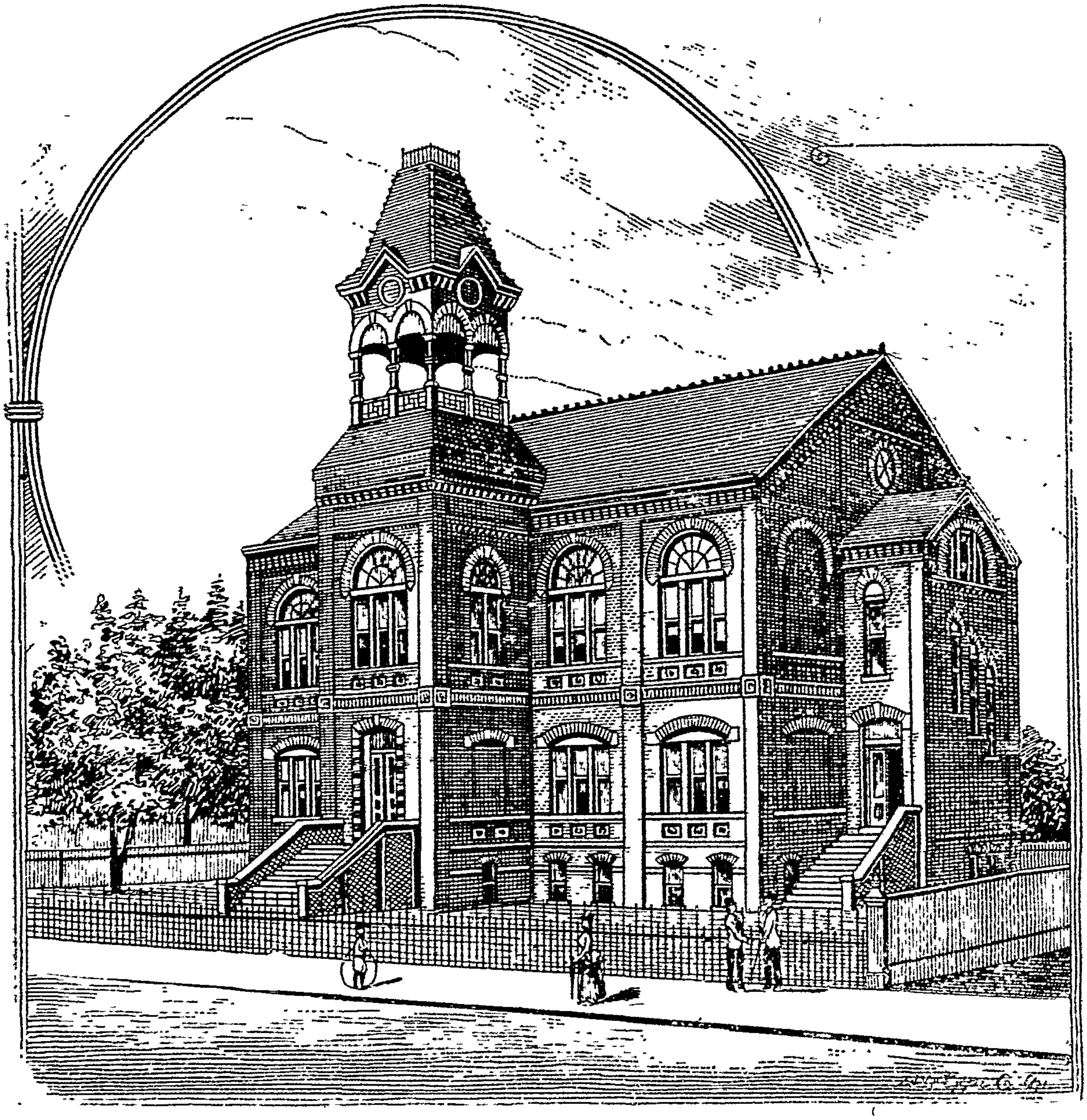
W. J. TAYLOR, PRINCIPAL.

School was chartered in 1888. The house was built by issuing twenty year bonds to amount $23,900, thus taxing posterity with some of the expense of a building that will last for centuries.

The building is a model of beauty and utility. It is three story, made of red brick, has eight recitation-rooms and a large auditorium. It is furnished with Ruttan-Smead system of hot air for the rooms and closets. The heat, light and ventilation is almost perfect.

The building is well furnished and the school is well supplied with charts, maps and globes. Have some apparatus for the sciences.

The hall system was adopted last session. The experiment has proved a great success. The teaching force has been reduced one-fourth, a new grade added, thus doing more work with less teachers, on about two-thirds of the former expense.



The library was founded in 1893 by Prof. W. W. Rivers. To him we are indebted for about 150 volumes of thoughtfully selected books, to which we added about sixty volumes last year, and expect to make such additions annually.

Though small, the library is a great factor in our school work. It is so appreciated that pupils and teachers take great pleasure in building it up.

The librarian is elected annually from the ninth grade. Pupils are allowed to take but one book at a time, and they must return it before another can be had—never keeping a book out longer than thirty days. The library is open each Friday afternoon. All funds for the library are raised by school entertainments.

The high-school department consists of a two-year course, including the seventh, eighth and ninth grades. Latin is begun in the seventh grade, and is made compulsory. Elementary algebra is begun in the seventh grade, University algebra in the eighth grade, and geometry in the ninth grade. The number in the 7th grade is 32, in the 8th grade seventeen, in the ninth grade twenty-one.

We use the curriculum recommended by the University Normal of 1894, except chemistry. We are pleased with it and expect to adopt it in toto.

The school carries a music department. It owns the instruments. The music class is large. The teacher works on a stipulated salary; by means of which the music is a source of revenue to the school. The class ranges from 25 to 40 pupils.

The school is prospering. Financial condition of the district is good. Four and one-half mill tax meets all expenses. The educational spirit of the people of Hazlehurst is strong. They are loyal to the school.

HICKORY.

BEN. F. HUGHES, PRINCIPAL.

The school property consists of three acres of land, located within the corporate limits of the town of Hickory, which, together with the buildings, furniture and improvements, is valued at $3,000.

The buildings consist of a main building of three rooms, one 30x34 feet and other two 30x30 feet each. There are also cloak rooms and an office, a music room 20x20 feet, separate from the main building. The yard is well set in water oaks, which, after a few years, will furnish an abundance of delightful shade. The building is furnished with patent desks, two globes, maps, charts, etc. The library is limited. The school should be furnished with a good library.

The pupils show a disposition to use what books are furnished.

We have planned for a three-year's High School course, but have no pupils regularly beyond the first year. There are six pupils studying Latin, eighteen in algebra and one in geometry. The High School course is very similar to the one recommended by the committee of ten. In my judgment, that course is about as good as could be devised for the schools of Mississippi, and any school that employs as many as four or five teachers can do the work recommended by the committee of ten. And any pupil who creditably completes the above mentioned course will be well prepared to enter the State University, or any of the leading colleges of the State. And, furthermore, pupils who are not able to take a University course, would have a good practical education should they finish the High School course.

Hickory became a separate school district in 1894, and has enjoyed continued prosperity since. The school has grown a great deal in the past two years. The present enrollment is about 160, the largest in the history of the school. There is perfect harmony in all the departments, and everybody is striving for a successful school. The present faculty consists of a principal, two assistants and a music teacher. A third assistant is needed, and will probably be put in before long.

HOLLY SPRINGS.

W. A. ANDERSON, PRINCIPAL.

The Holly Springs Normal Institute was erected in the year 1879, and the school was organized in October of that year. Since that time it has been conducted as a mixed school for whites. It is situated in a beautiful lot of four acres in the central part of the city. The building was erected at a cost of $4,000. There are six rooms, three being above stairs and three below. The lot on which the stands is worth $1200. The equipment of the school consists of physiological charts, reading charts, globe, blackboards, etc., costing about $100. Since the organization of the school the principals have been T. C. Anderson, A. D. Chesterman, T. B. Winston and W. A. Anderson. Quite a number of pupils residing without the corporate limits of the city attend this school. The teachers, four in number, are elected annually on the first of August, by a board of trustees.

The course of study in this institution is as follows: Primary, intermediate, grammar and high school departments.

The subjects belonging to the regular public school curriculum are taught in the primary, intermediate and grammar departments. There are six grades below the high school and three in the high school department. In the high school the subjects taught are as fellows: physical geography, English grammar, English composition, practical arithmetic, mental arithmetic, history of the United States, history of Mississippi, history of England, general history, reading, natural philosophy, algebra, geometry, Latin, bookeeping, civil government, rhetoric and literature. It requires four years to complete the high school coure. The number studying Latin, algebra, science and geometry is as follows: Latin 25, algebra 42, science 42, geometry 2.

As teachers, we feel that our pupils are doing good work. Some are doing excellent work, and for this reason we feel greatly encouraged. Our motto for years has been "thorough work," and we are endeavoring to infuse the spirit of this motto into the pupils committed to our charge. We feel greatly encouraged, also, by the moral support of our trustees, patrons and citizens generally in the work to which we are devoting our hearts and our lives.

The faculty of the school consists of W. A. Anderson, principal; A. D. Chesterman, first assistant; Miss Daisy E. Lucas, second assistant; Miss Susie L. Andrews, third assistant.

The salary of the principal is $100 per month, the first assistant receives $75 per month and the second and third assistants $40 each per month.

JACKSON.

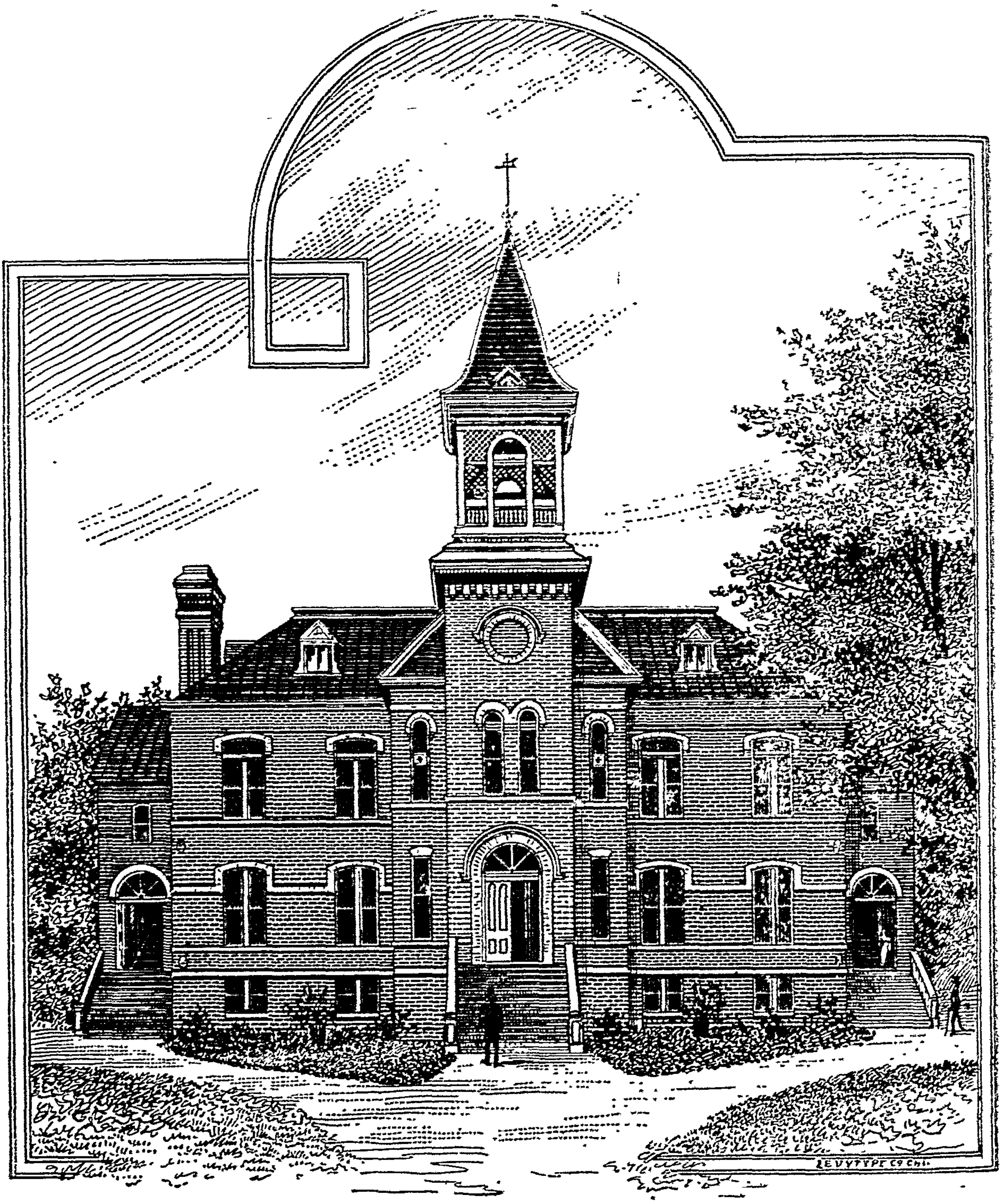
J. C. HARDY, SUPERINTENDENT.

With the exception of two or three rooms fitted up in the older part, the buildings for our white schools remain about the same as presented in your last report. Our schools have grown steadily, and each year the problem of how to provide sufficient accommodations has presented itself. While thus far we have been able meet it be means of additional rooms to the old building, it is no longer practicable, and by another year we hope to have another school building in the western part of our city.

Since your last report we have erected, at a cost of $8000, a two-story brick building for the accommodation of our colored school. To show their appreciation of this gift on the part of the city, the colored teachers and people have furnished the school with a piano, and the colored teachers with the "Library of American Literature," as the nucleus of a future library.

The library for our white schools has been enlarged each year, to meet the demands of broader and better teaching. The library was started when the school was first organized by a voluntary association of the children, but so many books have been added by the teachers and public, that it may now be said to belong to the entire school.

The public circulating library, now being organized, will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be domiciled in our building, and from it we anticipate great benefit.

Our high school consists of a three-years' course, and has been organized to comply with the course recommended by the committee of ten at the University normal. I think the course a very wise one, that should be adopted by every high school in the State. We have put great stress upon this course, and have done all in our power to induce the boys, especially, to finish it. As the result of this effort, we have more than eighty enrolled in the high school already this session, twenty-five of whom are boys. To appreciate the growth of this department, you have but to compare it now with what it was five years ago, when I took charge of the schools. There were only twelve in this department then, two of whom were boys. They are now distributed as follows: First year, fifty; second year, seventeen; third year, seventeen. In Latin, eighty-four; in algebra, fifty; in geometry, thirty-four.

The improvement in the other departments has been equally as marked as in the high school. I attribute this improvement to the fact that all of our teachers have attended the summer normals every year since they have been organized in the State. The good work begun there has been kept up in our faculty and department meetings.

I want to commend your wisdom in introducing vocal music into the public schools of Mississippi. Last year was our first effort, and I feel perfectly safe in saying it was the most advanced step we have ever taken. I hope to see it taught in every school in the land.

Our faculty remains substantially as given in your last report.

KOSCIUSKO.

G. F. BOYD, SUPERINTENDENT.

The town of Kosciusko became a separate school district in 1878, and has maintained a school seven to nine months each year since, though no attempt to grade the school was ever made until 1891–'92. The school is now working under the curriculum recommended by the committee of ten at the University Normal of 1894. We think the course, comprehensive and well arranged, except in general history. Since so many from these schools do not enter college work, it would, in our opinion, be better to give more time to general history, this being the greatest avenue to patriotism.

The building here is ordinary, but adequate and comfortable. The school has been growing for the past three years, two teachers having been added during this time. We have a library of 360 volumes of choice selection, and we are proud of it. Entertainments of recitals, short plays, etc., have been generously patronized by the public. Three hundred dollars has been put into it within one and one-half years, and we have on hand $50 just made in one evening. During the coming vacation a modern building will no doubt be built here, and we expect to have a $500 library to put into it. The pupils of the High School study in the hall, where the library is kept. These pupils were at first cited to books of reference by the teachers, and the information found was used in class-work, which proved a happy stimulus to reading. No encourgement is needed now, and pupils are expected to report on anything assigned to them. Those convenient to the library use the books freely and most advantageously. Neither teachers nor pupils could do without it a day now. Our high-school consists of a three years course. The first year's course has fifteen students, second has sixteen, and the third has twelve. Forty-three study Latin, 43 algebra, and twelve geometry.

The faculty now consists of eight members, and every interest of the school is well organized and at work.

Our colored school is small, but it is well organized and doing good work.

MACON.

C. H. SPESSARD, PRINCIPAL.

The public school building at Macon was built in parts, and at different times—as necessity demanded. The building cost at $6000. There are six rooms and as many teachers. There is a music teacher who is elected by the school board, and who gives instruction in music in a separate building on the grounds, which is owned by the town. The instrument is the property of the teacher.

The condition of the school is gradually but constantly improving, with the gratifying result of a higher standard in all the grades.

The curriculum consists of eleven years' work. The school board one year ago adopted the course of study suggested by the committee of ten at the University Normal in 1894. The committee's suggestions met with my entire approval, and the good resuults which have followed have but confirmed the combined wisdom of that committee.

The school possesses no library. There is a two years' course in the high school department. The studies of the 11th grade are Latin, arithmetic (mental), Wentworth's algebra (complete), geometry and trigonometry, zoology, English history, chemistry, English literature, and a three or four book course in supplementary reading.

The following are the 10th grade studies: Wentworth and Hill's arithmetic, Wentworth's algebra and geometry, rhetoric, physical geography, botany, Latin, and a course in supplementary reading.

Seventeen are studying Latin, including several pupils of the 9th grate; forty-five algebra, and twenty-five geometry.

The present faculty consists of six teachers, viz: C. H. Spessard, principal; M. G. Adams, first assistan; Mrs. M. B. Tate, Mrs. M. C. Carter, Miss Lizzie Walker Mrs. Lottie Yates, assistants.

Macon was made a separate school district in 1878.

MAGNOLIA.

W. K. NETTLES, PRINCIPAL.

The Magnolia public school buildings are large and well arranged. They were built in 1888. An addition to the original building was made in 1892. The large building is two stories high and contains six ample rooms. One ot these is used for a hall and assembly room. The music room is separate, but is at convenent distance for use. All the rooms are well supplied with blackboards. The buildings were erected and furnished at a cost of $4,500.

The library room is the students' workshop. In our school the pupils have recourse to the library as they do to a lexicon. We have several hundred good books, many of which were donated to the school by its friends; some very valuable encyclopedias, histories, biographies, etc., were purchased especially for the school library. The book fund was obtained by private contributions.

Each year we publish a catalogue giving a full and accurate account of the work done in each grade, including the high school department. The course in the latter department includes algebra, geometry, trigonometry, astronomy, rhetoric, literature, logic, ancient and modern history, physical geography, political economy, commercial law, mental science, and Latin. After the session of 1895-'96 there will be two years in this course. Each scholastic year there are from 25 to 35 pupils enrolled, who take part or all of the above mentioned course.

Last session—closing in May, 1895—we enrolled in the entire school 250 pupils. The kindergarten primary and preparatory departments are all well managed by efficient teachers and are in good working condition.

The vocal music feature is being introduced with marked success. The district was declared a separate school district in 1891.

Though the sunshine has been mingled with shadows, our school has enjoyed an unparalleled success since the issue of the last biennial.

McCOMB CITY.

G. P. MCFARLAND, PRINCIPAL.

McComb City was made a separate school district in 1890, and the schools were graded in 1893, since which time there has been a very marked improvement in the growth and efficiency of the schools. The present principal has been in charge since September, 1894.

We now have two elegant frame buildings situated on opposite sides of the railrood, about three-fourths of a mile apart. The one on the west side is a two-story structure, containing five rooms and the principal's office. The east building contains four rooms. Both are equipped with patent desks. All pupils below the seventh grade and living east of the railroad are required to attend the east building. All others attend the west building. The principal has control over both buildings; but the first assistant has immediate charge of the east building, subject to the supervision of the principal. The east building was erected in 1893. The town has spent, within the past year about $3,000 in providing better furniture and buildings for the the public schools, which is substantial proof of a growing interest in the schools.

We have no library, and but little apparatus at present. We hope, however, at no distant day, to be supplied with both.

Our course of study embaces the regular public free school curriculum, and elementary algebra. The school is divided into eight grades, one year being required to complete each grade. Pupils are promoted on written examinations, which are held at the end of each term of three months.

In the first and second grades, however, no examinations are held, pupils being promoted on recommendation and judgment of the teacher.

The first six grades only are taught at the east building, but all the grades are taught at the west building. We do some high-school work in the eighth grade, but do not maintain a high-school department. The school funds have been so limited heretofore, that the board could scarcely provide a sufficient number of teachers for the grammar grades.

The following subjects are in the eighth grade: Grammar and composition, History of Mississippi, (6 months). United States History, (latter part, 3 months), physiology, mental and practical arithmetic, elementary algebra, civil government and natural philosophy.

There are 25 pupils now enrolled (November 1895), in the eighth grade, ten of whom are studying algebra.

The principal hears the following classes from the 8th grade: Civil government, advanced arithmetic and beginner's algebra. The rest of his time is devoted to superintending the buildings. We use the room system.

The enrollment for the session of 1894–'5, was 308 at the west building, and 228 at the east building—total 536. This is the largest enrollment ever known in the history of the schools, notwithstanding the fact that a female college was established here in September, 1894. The enrollment for the present session, 1895–'6, bids fair to equal that of last year.

The faculty for 1895–'96 is as follows—G. P. McFarland, Principal. Teachers—West building—Miss Rosa Jackson, 8th grade; Miss Sara Harper, 5th and 6th grades; Miss Lizzie Kenny, 3d and fourth grades; Miss Minnie Kennedy, 2d grade; Miss Elsie Jackson, 1st grade. East building—Miss M. A. Kenny, 1st asis't, 5th and 6th grades; Miss Maggie Harrahan, 3d and 4th grades; Miss Gussie Alexander, 2d grade; Miss Bessie Bennett, 1st grade.

The colored school has two teachers, and about seventy-five pupils, and is under the exclusive control of the trustees and county superintendent.

MERIDIAN.

A. A. KINCANNON, SUPERINTENDENT.

It pleases me to say that the schools of this city have continued to prosper since my last report in 1893. The teachers have manifested unusual interest in their work, and have managed their grades far better than they have done prior to that date. This unusual interest on the part of our teachers is directly attributable to the beneficial effects of the State normals, which all of our Meridian teachers have attended. As may be seen by reference to the report of Col. Stevenson, the attendance on the part of the pupils has increased steadily, and, indeed, it has been neceesary for the board of trustees to limit the attendance of pupils residing beyond the corporate limits. The high-school building, in which are located the Central High School, is crowded to overflowing. Six hundred pupils have been registered in that school for the present session, and it is with difficulty that so many are cared for. The South Side School has steadily increased in attendance until it now ranks as equal to either of the other district schools of the city. In 1894, the city authorities erected two brick school buildings; one for the south-side school district, the other for the negro children of the city. The south-side building is similar in every respect to that of east end and west end buildings, with which you are familiar. It is finely situated in a growing and prosperous part of the city, and is the pride of the progressive citizens of that enterprising section of Meridian.

The negro building is an admirably arranged brick structure of two stories, with a seating capacity of 700. Both of these buildings are newly furnished with patent desks, and with such other furniture as are essential to the comfort of the pupils and teachers. Contracts have been let by the city authorities to connect all five of the public school buildings with the sewerage system of the city, which will add greatly to the sanitary condition of these localities. The trustees have been liberal in providing school apparatus for the several schools, and ample provisions have been made for higher and better teaching.

The library of the city schools is an attractive and instructive feature, and grows more popular with use. The teachers and pupils alike take great interest in securing books for the library, and at no distant day we hope to have a fine collection of rare and useful books.

I cannot too highly commend the course of study mapped out by the committee of ten at the University Normal in 1894. Prior to the opening of the session of 1894–'95, the trustees adopted the recommendations in toto. The teachers heartily commended this action of the board, and we have striven diligently to carry out the suggestions of that committee to the very letter. It has been necessary for us to modify, in some slight respects, the course of study, owing to the fact that we have been unable to secure such chemical material as is needed, but in the main we have followed that plan. The fact that students are admitted to the State University upon the certificate of the city superintendent of schools has greatly stimulated interest in University work, and I find quite a number of boys and girls pursuing this preparatory course, who in all probability would not have done so but for the articulation of the curricula of the graded schools and University.

Every effort has been made to bring the schools of this city up to the highest standard of excellence, and I am satisfied that we have not labored in vain.

NATCHEZ.

WM. H. KER, PRINCIPAL.

Since my last report—two years ago—there have been no changes in the condition of our school buildings, equipments, etc. At the beginning of the session of 1894-'5, I reorganized the whole school by putting in an additional grade below the third and fourth grades, and adding to the curriculum such studies as would make it conform to the course for high schools, as recommended by the committee of ten at Oxford, July, 1894.

We have now sixteen teachers and eleven grades—three grades in the high school department—and all of the changes were carried into effect without noticeable friction anywhere. Everything is now working smoothly and satisfactorily. Among other changes, I put boys and girls together in all of the grades except the third and fourth, which were large enough for two teachers to each grade. Our modified kindergarten, which corresponds, in regular school work, to the ordinary first grade, is still giving great satisfaction.

I also introduced vocal music and physical culture, and these, by contributing to the wholesome pleasure of the pupils and at the same time cultivating in them habits of attention, order and system, have added largely to the efficiency of the school. The vocal music, especially, has given the greatest satisfaction to everyone; it has passed the experimental stage and we can now say that it is a fixture in the school. It is taught by the regular teachers, without additional compensation, and all pupils are required to take it just as they are required to study arithmetic or grammar.

I had expected this year to add drawing, also, to our curriculum, but we have not yet been able to make the start, but shall probably begin teaching it after the Christmas holidays.

Our high school course embraces three years, as follows: In the ninth grade—the first year in the high school—in which we usually have about 30 students, we have algebra (begun), U. S. History (advanced), history of England (reading), higher English (completed), mental arithmetic, physiology, (advanced), and Latin (begun).

In the tenth grade—usually with about 24 students—we have algebra (completed), general history (begun), civil government, physics (begun), and Latin (continued).

In the eleventh grade—usually with about 20 students—we have plane geometry, general history (completed), rhetoric (completed), physics (completed), chemistry, and Latin (course completed).

In our course there are no "elective" branches — all students being required to take the same course.

Ever since 1845, when this free school, "The Natchez Institute," was founded by the beneficence of one of our citizens —Mr. Alvarez Fisk, Natchez has been practically "a separate school district," and as soon as the law providing for separate school districts was enacted, our city came in under its provisions.

NETTLETON.

J. M KELLY, PRINCIPAL.

This school is located in the town of Nettleton, on the K. C., M. & B. R. R. The district is composed of a part of two counties—Lee and Monroe. On April 3, 1894, the patrons declared the town a separate school district, and the trustees elected Mrs. Z. T. Price and Miss Zoraida Butler principal and assistant, respectively, for the scholastic year of 1894-'95.

The school began its first term in October, 1894, and continued 7 months. J. M. Kelly and Miss Zoraida Butler were elected principal and assistant for the second term, which began October 7, 1895, and will continue 8 months.

The school building has three good rooms, windows so arranged that the rooms can be ventilated. Hygienic rules can be observed in seating the pupils, as the school is well supplied with good patent seats and desks suitable to all ages between five and twenty-one years.

The school building is worth about $1,000. There were only 98 white children in the district, according to enumeration made by the teacher, but a number of pupils are attending from without the district, so the enrollment this term will be 125 or 130.

The school has no library, but the pupils have access to 600 volumes belonging to the principal. We have ten grades which are divided into three departments: Primary, intermediate and high school. The high school - department consists of three grades, 8th 9th and 10th, of one year each. There are only three in the first year of this school who are studying Latin, algebra and geometry.

The intermediate department has at least twenty students that will enter the high school department next term.

The primary and intermediate grades embrace all the branches in the public school curriculum. We are not following the course of study prescribed by the committee of ten. Patrons, pupils and teachers, are taking a deep interest in the school work, and it is safe to predict that in the near future the school will rank with any of the best graded schools of the State.

OSYKA.

B. C. QUIN, PRINCIPAL.

The progress of the school for the past two years has not been flattering, from the fact of too frequent changes of principals and teachers. The grading has been poor; too much cross-grading has been allowed. As I have charge for the present session, I shall do my utmost to get things into better shape.

There is no high school course as yet added. The school has no library. The building is sufficiently large for 125 pupils, though the number enrolled now is 135. Each of the five rooms is furnished with desks with automatic seats, slate blackboards and other kind of boards, maps, charts, etc. The building and equipments cost over $3,000.

The town became a separate school district in 1890. The present session makes the sixth, and no principal has had it in charge two consecutive sessions. I think it impossible to further the advancement of a school with so many changes.

PONTOTOC.

ROB'T. V. FLETCHER, PRINCIPAL.

The Pontotoc separate school district was organized in 1892. Since its establishment, the school has enjoyed a period of uninterrupted prosperity and usefulness. The building, in which the public school is conducted, was erected in 1855, and is a commodious two-story brick structure, having three recitation rooms and a large study-hall. All the rooms are furnished with charts and maps. The school-house is beautifully situated in the midst of most spacious grounds, well adapted to school purposes. Much needed apparatus for illustrating the natural sciences is wanting, but the deficiency may soon be supplied. Through the donations of interested citizens, the nucleus of a school library has, this year, been obtained, and while the books are not numerous, yet a beginning has been made. Additions will be made as circumstances will permit. The books, while not selected with special reference to the needs of the students, are yet valuable adjuncts to the text-books. They are indispensable in obtaining material for composition work, as aids for students of history, and in stimulating research, generally.

The high-school department consists of a four years' course, arranged with special attention to the admission requirements of the State University. In adopting a course of study, the report of the committee of ten, (University Normal, 1894), was consulted and its admirable recommendations have been followed as far as possible. In mathematics, the course begins elementary algebra and finishes trigonometry. In Latin, Cæsar, Cicero, Virgil, and Livy are read. Greek is an optional study, being pursued in the last three years of the high school. The work in English covers the report of the committee with additional readings, in the fourth year. As yet but little has been accomplished in the field of physical science, owing to the absence of necessary apparatus.

The following statistics are submitted showing the character and scope of the work being done:

Number of pupils in attendance, 110; number in primary, department, 47; number in intermediate department, 39; number in high school department, in first year 8, in second year, 13; in third year, 3. Number in algebra, 24; in Latin, 21; in geometry, 4; in Greek, 3; in general history, 4; in rhetoric, 24. Number preparing for teaching, (special course), 6. Number of teachers, 3; length of school term, 7 months; total salaries for the year, $980.00.

An examination of the foregoing statistics will show that the teaching force is scarcely adequate to perform the work required. Efforts will be made to increase the available school fund by tuition fees from pupils not entitled to free tuition, and by this means to make possible the employment of an additional teacher.

A literary society in successful operation proves a valuable auxiliary.

POPLARVILLE.

W. I. THAMES, PRINCIPAL.

Poplarville was made a separate school district about three years ago, and one session taught in an old building. In the meantime the authorities had issued bonds and erected a neat, commodious building at a cost of about $4,000. This building is well finished, and furnished with splendid patent desks. It is also supplied with reading charts, numerical frame, globe, tellurian, physiological charts, microscope, and some other articles. The Principal allows free use of his library, which is located in the building. The present principal has had charge of the school since September, 1893, and during that time the enrollment has increased from about 125 in 1892, to 227 during first four months of the present session, with the probability of reaching 275 during the session. About 150 ot our students are locals; the others are from various parts of South Mississippi and East Louisiana.

The school is well graded, and in a most prosperous condition.

The course of study consists of ten grades; three of which constitute the high-school department. There are thirty pupils in the eighth grade, and five in the ninth.

The following is the high-school course:

EIGHTH GRADE—Algebra, natural philosophy, physiology, higher arithmetic, English history, Latin, rhetoric, civil government, Roman history.

NINTH GRADE—Cæsar, English and American literature, botany, general history, algebra, (University), geometry.

TENTH GRADE—Mental philosophy, Tennyson, Lowell, Milton, chemistry, Ovid, zoology, descriptive astronomy, trigonometry.

Faculty—W. I. Thames, Principal; Miss F. Daisy Lines, first assistant; Mr. D. M. Graham, second assistant; Miss Ida B. Brockham, third assistant; Mrs. J. R. Hunnicutt, vocal and instrumental music.

PORT GIBSON.

J. H. OWINGS, PRINCIPAL.

The Port Gibson school building and its appurtenances are valued at $5,000 or thereabout. The building is a frame structure of four rooms and a study hall, and while it still serves the purpose for which it was designed, it lacks much of being up to date in its arrangement and equipment. Beside being deficient in conveniences of ventilation and heating, there is an entire absence of any apparatus, charts, (save in primary,) maps and library. However, a progressive board of trustees, urged on by an appreciative and interested patronage, keep the property in excellent repair, and will doubtless add these other much needed conveniences as fast as the income of the district will permit.

Since Port Gibson was organized as a separate school district and the school scientifically graded by J. M. Taylor (now State senator) in 1892, the attendance has almost doubled and the worth of the school in all departments increased even in a greater ratio. Succeeding him in the principalship of the school in September, 1895, I found but little to do after his five years of efficient labor. The few slight changes I have thought demanded in the course of studies and the grading of the school were only such as would bring it more nearly in line with the recommendations of the committee of ten.

Our course of study comprises ten grades or years, the first seven of which correspond—or nearly so—to the work outlined by superintendent C. K. Regan for use in the schools of this, Claiborne county. This enables us to readily admit any pupil from the county without a conflict, and also affords the pupils of the county schools an opportunity of a high school course articulating with their own schools, at a nominal expense.

Our high school course comprises a three year course and at present is being pursued by thirty pupils whose average age is fifteen years. Four of these are now completing the last year's work in anticipation of graduating. Their work is as follows: Cœsar, two books; Virgil, two books, with prose composition throughout the term; ancient history, geometry, plane and solid; chemistry, botany, English language, with parallel readings and essays, also topical reviews of common school branches.

In the second year of the high school there are eight pupils. The work laid out for them is as follows: Latin, algebra (through to quadratics), book-keeping (single and double entry), rhetoric, and English and American literature to alternate throughout the year.

In the first year of the high school there are 18 pupils. This grade's work consists of higher English (completed), arithmetic, physiology, history of Mississippi, algebra, mental arithmetic, physical geography.

The three grades of the high school are organized in a literary and debating society, which holds weekly meetings, two of the faculty acting as critics. The members perform a variety of duties in regular rotation.

On the whole, the school may be reported as in a prosperous and progressive condition, living within its means and the teachers not overworked.

SARDIS.

S. R. CURTIS, PRINCIPAL.

The present session makes the tenth of Panola graded high school, it having been organized into a separate school district in 1886.

The building, which was erected by a stock company, at a cost of about $5,500—including site—is conveniently arranged and comfortably furnished. The building consists of an assembly hall—50x30 feet—with a seating capacity of 250 to 300 pupils, and in addition, four smaller rooms, with a seating capacity of an average of 35 pupils each. The hall is furnished with patent school desks and benches, while the smaller rooms are furnished entirely with patent desks. The hall and all the rooms are supplied with blackboards, maps, charts and globes.

The library embraces Chambers' Encyclopedia, historical works, scientific and miscellaneous books—the entire cost being estimated at $1,000. The funds were raised partly by private subscription and partly by school entertainments.

The school has eight grades and a high school department. The graded school department comprises the common school branches, and in the eighth grade Latin and algebra are begun as preparatory to the high school department.

In the high school department the course embraces two years' work, and it is designed to cover the curriculum recommended by the committee of ten appointed to arrange a course of study for high schools at the University Normal in 1894. I think this course in the main well adapted to high schools.

We have seventeen pupils taking the first year's work and four the second. The work is intended to be preparatory to the State University and the Industrial Institute and College.

About fifty pupils are studying Latin, forty-five algebra, and four geometry. The work of the present session is progressing finely and it promises to be one of the most successful years in the history of the school. The assistant teachers are: Miss Lily Carr, Miss Mollie Beanland, Miss Hattie Hefflin and Miss Marion Stigler.

STARKVILLE.

W. H. HOOKER, PRINCIPAL.

The grounds and buildings purchased in 1892, at which time Starkville became a separate school district, were described in the last biennial report.

. As the town is not in a financial condition to erect a new building, the present one will probably be utilized for some time to come, We have beautiful grounds, well laid off and covered with grand old oaks and hickories. The question of building a better house is being agitated now, and as soon Starkville is able, a nice brick building will take the place of the old wooden one.

The school was never in a more prosperous condition than the present time.

It was graded, and the course of study was made into eleven grades in 1893.

The high-school work consists of a three years' course, and is as follows:

First Year.—(9th grade)—Latin, Harkness' easy Latin method; algebra, Robinson's elementary, completed; arithmetic, Robinson's, higher, completed; rhetoric, Butler's school English; literature.

Second Year.—(10th grade—Latin, Cæsar; algebra, Robinson's University; geometry; English history; botany.

Third Year.—(11th grade)—Latin, Virgil; trigonometry, geology, astronomy, general history.

The school is thoroughly graded up to the ninth grade. We have no higher grade than that except two pupils who take the Latin of the 10th. Besides the courses as here laid down, we have in the higher school, vocal music, drawing, study of authors, and current events.

At this place the boys over fourteen years enter enter the A. & M. College, and the girls at an early age, attend the I. I. & C., or other schools. For that reason we have not attempted to follow closely the recommendation of the committee of ten appointed at Oxford in 1894.

Number in High School studying Latin 20, Algebra, 22.

Last year Drawing was introduced in the school up to the seventh grade. This year drawing and vocal music were included into all the grades, and we are proud to say splendid work is being done in both.

In the last two years we have collected a Library of over 300 volumes, including Chambers' Encyclopedia, and the Standard Dictionary. This library of books we consider indispensable to our work. Subjects are so assigned that the pupils are compelled to use them. Also several magazines and newspapers are taken. Last autumn we purchased a piano for the use of the school. All these things have cost several hundred dollars, besides a great deal of work for the teachers. Most of the money was raised by three entertainments, some by private subscriptions, and a little donated by the board of aldermen. Another entertainment will soon be given and the funds used to purchase more books.

Faculty for this year: W. H. Hooker, principal; Mrs. Helen D. Woodward,, Miss Linnie Richey, Miss Febie Carroll, Miss Ida Ellis and Mrs. S. E. Burgess, Miss Eddie Wurley, teachers of instumental music, and Miss Winnie Walker, art.

SUMMIT.

R. P. LINGFIELD, PRINCIPAL.

Organized 1870; made separate school district, 1888; reorganized into graded high school, 1894.

This institution, which began its operations twenty-five years ago, having passed through the vicissitudes of these years and the changes attendant upon new managements and new policies, is to-day in the midst of its most prosperous session for years past. The enrollment averages 225, and the attendance varies from 170 to 200.

The buildings are valued at $4,000, which with equipments that are quoted at $1,000, and a library worth $300, makes a total valuation of $5,800.

The Walnut street (colored) school, under the supervision of the principal of the graded high school and having at its head a highly capable and worthy man, values its property at $1,800.

Its attendance averages 150, and its work is undoubtedly of the highest order for the colored race.

By a series of lectures and concerts, the combined efforts of the faculty and pupils, and the beneficence of Congressman T. R. Stockdale, the graded school has acquired a library of about 500 choice volumes—some of these being of very high value. This library is under the supervision of Miss Allie Rice, 9th grade, and is through her, at the disposal of the student body and the patronage of the school.

The high school department embraces the 9th and 10th grades and is intended to prepare students for entrance into the State University. Its attendance varies from 15 to 20, and pupils are not advanced to that department until they are well prepared to pursue the course of study recommended by the committee of ten, on which the course is based. Seventeen pupils take Latin, fourteen algebra, and three geometry.

A lively interest in the progress of the school has been instilled into the city council and citizens in general, and thus it has become the recipient of more substantial aid than ever before in its history.

The faculty is composed of the following teachers: R. P. Linfield, principal; Mrs. F. C. Tynes, 1st assistant; Miss D. Gillis 2d assistant; Miss M. Houghton, 3d assistant; Mrs. M. B. Blincoe, 4th assistant; Mrs, N. H. Howell music departmenf; Mrs. M. McKenzie, supernumerary.

Walnut street school: C. J. Taggart, principal; Mrs. R. J. Taggart, 1st assistant; K. Hall, 2d assistant.

TERRY.

J. A. JONES, PRINCIPAL.

For many years the people of this place seemed content with, and relied upon the few months public school supported by the county for the education of their children. A few sent their sons and daughters "off to college." In 1891 the town was destroyed by fire, and what seemed a dire calamity has redounded to the everlasting good of the town. The people were imbued with a new spirit of enterprise, and from that day progress has been a prominent feature. The old school room was not in keeping with the new order of things. The enterprise of two of our most worthy citizens, Col. S. B. Thomas, who donated a valuable lot of two acres, which is conveniently and beautifully located, and W. H. Tribette, who duplicated the whole amount raised by the town, raised a sufficient amount to build a handsome one-story building with two rooms, one 30x40 feet, the other 20 x30 feet, furnished with best patent furniture and slate blackboards.

The town was established a separate school district in 1893; the new building proved inadequate for the growing demands of the school, and $1,000 has recently been expended in enlarging and otherwise improving the property. The building now consists of two rooms 30x40 feet, and one room 20x30 feet between the large rooms; there are two cloak rooms. The building and lot are valued at $2,500, the furniture about $300. Our only equipments are a reading chart, 320 square feet of slate blackboards, and three music charts for vocal music; no library.

The school is organized into nine grades, divided into three departments. The primary department includes 1st, 2d and 3d grades. Grammar school department, 4th, 5th and 6th grades. High school department is made up from the 7th, 8th and 9th grades; the course is arranged for one year in each grade up to the 8th and 9th, which include two years each. Our high school department sustains classes in analysis and parsing, composition and rhetoric, physical geography, algebra, physics, Latin, geometry, English literature and general history.

The music department is not directly connected with the school, but is taught by a competent and experienced teacher.

The enrollment runs between 85 and 120. Three teachers are employed.

The sentiment of the town is strongly favorable to maintaining a graded school of a high order, yet there are a few old croakers who are opposed to civilization, and almost everything else, complaining of the pitiful tax of three mills they have to pay for the support of the school.

TUPELO.

D. A. HILL, PRINCIPAL.

The school building in this town is one among the best in the State. It was erected four or five years ago, at a cost of ten or twelve thousand dollars. It is situated in a beautiful grove of native oaks west of the town, and far enough from the buisiness and thickly settled portions to be free from the noise and dust. It contains eight class rooms, a large hall or chapel, a library-room, and the principal's office.

We have no library worth mentioning; only an encyclopedia which was presented to the school some years ago.

With the exception of a chart or two and a few wall maps the school has no apparatus yet, but the board is now taking steps for the purchase of such helps in that line as are really needed for teaching the sciences in our course.

I took charge of this school at the beginning of this session, and as no officicial records for the past two years have been handed down to me, I am unable to give any satisfactory statistics in regard to it. The former principal informed me that the work in general had been as good as any school in the State. There were two graduates in 1894, and five in 1895.

The present course of study extends through eleven years; four years in the primary department, four in the intermediate department, and three in high-school department. The course of study in the high-shool is essentially that outlined by the committee of ten at the University Normal in 1894.

We now have thirty-five students in the high-school, all of whom are studying both Latin and algebra. Those in the eleventh grade, ten in number, will study the first four books of geometry this session.

The enrollment so far this year has reached two hundred and nine. The work is progressing vigorously, and the prospect is that we shall have a very successful year.

The faculty consists of the principal, who has charge of the eleventh grade; Miss Emma Edwards, ninth and tenth grade; Miss Laura Weatherall, seventh and eighth grades; Miss Victoria Thompson, fifth and sixth grades; Miss Ruth Gayle, third and fourth grades; Mrs. D. A. Hill, first and second grades; Miss Anderson, music; Miss Sullivan, art.

VERONA.

F. M. STREET, PRINCIPAL.

The buildings consist of hall, two recitation rooms, art and music-rooms, and dwelling. The hall and recitation rooms are seated with comfortable desks and furnished with good black-boards. The dwelling is a two-story frame building of nine rooms, in very good condition. The building and grounds are valued at $2,500.

There is at present no school library worthy of the name. But we are now beginning the work of collecting a library specially for the school. There is an individual library of about two hundred and fifty volumes to which the students have access.

Our high-school department comprises a three years' course. In the first year's course there are 6; in the second year's course are 5; in the third year's course, none. Number studying Latin, 12; algebra, 24; geometry, 6.

I consider the course of study recommended by the committee of ten at the University Normal in 1894 well suited for those who expect to enter a school of higher grade after completing it. But for the benefit of those who will not enter another school after leaving my school, I have added to the curriculum recommended by the committee of ten, trigonometry, surveying, and a few other studies of high grade.

This is our third year's experience as a separate school district, having been organized in 1893. It has proved, in the main, very satisfactory, the school being in better condition now than for several years previous.

VICKSBURG.

C. P. KEMPER, SUPERINTENDENT.

Public education has made more rapid strides in Vicksburg within the past two years than within the entire period of the two preceding decades. The number of schools has increased to five from three, the number of teachers from 31 to 48, and the number of pupils from 1,631 to 2,195; while the equipments, the curriculum of study and the property improvements have advanced in equal ratio. The high schools have been remodeled, kindergartens have been added, and the entire system has been so ordered as to render it second to few in the South.

The South Street School, for girls, is a handsome and commodious brick building containing twelve rooms, six dry basement playrooms, and superintendent's office, and has by reason of the recent purchase of an adjacent lot, appreciated in value from $33,500 to $50,000. This building readily accommodates 500 pupils, and the sanitary arrangements are wellnigh perfect. Furnaces, dry-closets and ample ventilating spaces are among its commenable features.

The Walnut Street School, for boys, although somewhat meagre in its proportions, containing as it does just seven rooms, is well equipped and well adapted for its needs. The value of this building, with it appurtenances, is about $20,000.

The South Vicksburg School is a new brick structure of commanding proportions, and is especially designed for the use of the citizens residing in the southern extension of the city. This building is situatod on a bluff overlooking the Mississippi river, and the grandeur of the landscape seen from its roof-observatory has no superior in the "Great Inland Basin." Eight very large and commodious rooms, a fine superintendent's office, four large halls and four unexcelled basements are found within its walls, and nearly 300 pupils are benefitted by its manifold advantages. The value of this building and its belongings is $30,000.

The Cherry Street School and the Clay Street School are for colored children. The former is an excellent frame building in perfect repair, upon a fine lot and accommodating 600 pupils with reasonable comfort and convenience. There are in all eleven rooms and the outside improvements are all that may be desired.

The sessions of the Clay Street School are still held in a rented building of large capacity, and can accommodate 500 or more children with comparative ease.

This summary of the excellent building and rooming facilities of the Vicksburg city schools may be taken, together with the large attendance of pupils, as *prima facie* evidence that the Hill City of Mississippi and her boards of education, are thoroughly in earnest in their great work of educating the present generation for the progressive duties of the near future.

It is true that the maintenance fund for the Vicksburg separate district schools has been somewhat crippled by the use of a considerable portion of it for building purposes and for the purchase of realty, in contravention, we take it, of the original legislative design, and most certainly in opposition to the true philosophy of payment for permanent improvements, as well as in detriment to the proper advance of the educational system.

However, it has been decided by the authorities, to request that the next Legislature may clearly define this important issue, and, by an enabling act, remedy existing methods.

The library interest of the Vicksburg city schools has made a considerable advance, insomuch that within a year's time about three hundred books have been added to the original collection, and private contribution bids fair to build them up very decidedly within the present session.

The HIGH SCHOOL DEPARTMENT of the Vicksburg schools is upon a really high plane, and a graduate of any one of the various high schools of our system already posseses a well-rounded, if not broadly comprehensive education. The course is, in the main, about the same as that mentioned in the last biennial report, although the practical working of the system is vastly improved.

In two of the high-schools a post-graduate course added to the English course, may result in a classical diploma.

The sum-total of Latin students in the different high-schools is forty-seven, eight more than the last report—the algebra students number 116 or fifty more than last report;

the geometry pupils number 19, while the entire classes study the remainder of the course.

The "separate school district" of Vicksburg will soon be extended by joint action of the freeholders resident upon that contiguous territory—one and one-half miles north east and south of the present district, and great good will be done to the educational interests of county and city by the arrangement.

FACULTY FOR VICKSBURG PUBLIC SCHOOLS.—(Elm Street School)—Maj. Charles Swet, Principal; Mrs. S. L. Barnett, G. H. S., Principal. Grammar Grade Teachers—Mrs. J. E. Charles, Miss Jennie Fulkerson, Miss Virginia Greene, Miss May Paxton, Miss Leila Luckett, Mrs. Alice Newell, Miss Lillie Gilbert, Miss Kate McMillan, Miss Estelle Coleman, and general substitute, Mrs. E. Crutcher.

Walnut St. School—Prof. J. P. Carr, Principal, with Miss M. Harper, Miss Rose Beall, Miss Josephine Keller, Miss Mary Maganos, Miss Sally Pryor, Miss Eliza Fox and Miss Elizabeth Gresham, Teachers. General Substitute—Miss M. B. Lewis.

South Vicksburg School—Teachers—Miss F. H. Walthall, Miss Nellie Hobart, Miss Mattie Greene, Miss Barbara Voinkle, Miss Anna Bond, Miss Hattie Wachenhiem, Miss Miss M. Bathgate and Miss Mattie Baggeite. General substitute—Miss Florence Wright.

Cherry and Clay St. School—Prof. B. F. Shannon, Principal—Teachers, Mrs. McCalloway, Miss Hult, Mrs. L. I. Campbell, Mrs. Lula Blawe, Mrs. M. L. Hemphill, Mrs. Belle Williams, Mrs. Laura Foote, Miss A. M. Hitch, Miss M. L. Harrison, Mrs. B. F. Shannon, Mrs. Dr. Woode, Miss Sarah Harrison, Miss Flora McClelland, Miss Mabry, Bertha Stith, Miss J. E. Stith and Miss Maria Starks.

Although neither physical culture, music, nor art are taught as adjuncts in our schools, we hope another session may find us in better condition.

WATER VALLEY.

J. C. FANT, SUPERINTENDENT.

A conservative estimate would place the value of the public school property of Water Valley—including grounds, building and furniture—at about $11,000. No improvements worthy of mention have been made since your last biennial report.

The building for the white children, situated on Wagner street, in the central portion of the city, is a large and commanding two-storied frame structure. The first floor of the building, which consists of a large hall and eight recitation rooms, is occupied by the primary department; the second story—in arrangement a duplicate of the first floor—is occupied by the grammar and high school departments. The hall system is used, but it does not include the first and second grades.

The school for this session has an enrollment of 600 pupils and is composed of 11 grades, which include three distinct departments: primary, grammar and high school. The primary school embraces the first four, the grammar school the second four, and the high school the last three grades; the latter department contains 65 students, all of whom are taking algebra, 56 are taking Latin, and 15 geometry. It is our aim to have the course of study in our high school accord with the recommendation of the committee of ten, as published in the University catalogue; that will furnish material for a practical education and a thorough preparation for entrance to the freshman class at the University, and thereby establish a ladder of learning to reach from the primary grades of this school to the senior class of the University.

Our public school system should be a unit, and it will be so when there is a complete articulation between the high schools and the University. Let the first cease the attempt to do university work.

Our library contains about 250 volumes, most of which are encyclopedias, and works of biography and history; the principal of the grammar and high school departments is librarian, and she takes proper care that pupils receive appropriate books. The use of reference books is strongly urged, and many pupils constantly use them.

In the colored school there are enrolled 275 pupils.

The cost of the schools to the city for the month of November was $725.15, an expense of $1.06 per pupil in average attendance.

Faculty—Miss Cornie Mayes, principal of primary hall; Miss Maud Byers, fourth grade; Miss Mary Erikson, third grade; Miss Torey Vaughan, second grade; Mrs. Mary T. Woods, first grade; Miss Alma Hogshead, assistant teacher in fourth and fifth grades. Miss Mattie Benson, principal of grammar hall; Miss Florence Wagner, fifth grade; Miss Hattie Benson, sixth grade; Miss Bettie Cock, seventh grade; Miss Mary Becton, eighth grade; and Misses Minnie Markette and Lottie Jennings, ninth, tenth, and eleventh grades. Substitute, Miss Pearl Mackey.

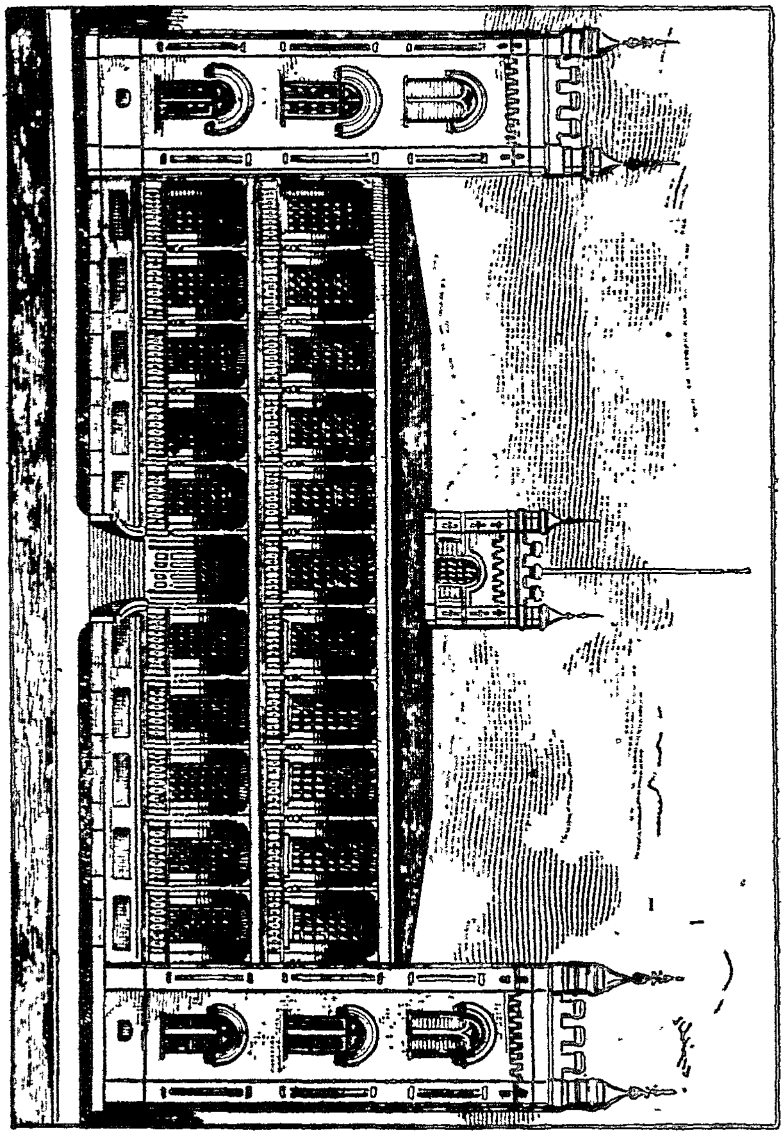
The faculty of the colored school is composed of principal G. S. Williams and four assistants.

WESSON.

W. R. MABRY, SUPERINTENDENT.

We have a commodious and conveniently arranged two-story brick building, 75x150 feet, which the accompanying cut shows to very good advantage. We have the hall system, consisting of a study-room 100 feet long on each floor, with three recitation-rooms at each end of the upper hall, and three at one end of the lower hall, while at the other end we have two rooms for the primary department, in which they both sit and recite.

The furniture is comparatively new, and of the most modern style, costing originally some $1,800. We are delightfully situated in a beautiful grove on a hill in the eastern part of the town. The grounds comprise about four acres, and are supplied with swings, turning-poles, flying-jennies, etc.



Our building and grounds are worth about $20,000.

Our school is thoroughly graded, and offers a very excellent curriculum, the session being divided into three terms of three months each.

Monthly examinations are held, and finals at the end of each term.

Library—We have as yet only about 200 volumes in our library, which were, in part, obtained by donations, and in part by money derived from entertainments. Several books of reference, and pupils are allowed to consult them during school hours. The other books may be taken home, read and returned in a reasonable time. We have several periodicals which we take for our reading-room—St. Nicholas, Munsey, etc., which the children much enjoy. We have two literary societies, which meet once a week.

High-School—Our course of study in this department remains essentially the same as that given for your last biennial report, though this session we have introduced the study of Latin into the seventh grade, in order to give three years instruction in this subject as recommended by the committee of ten.

During the session of 1894-'5, we enrolled in the seventh grade 39, in the eighth, 41, and in the ninth, 17. This session we will have about the same number. All of these study Latin this session, but only those in the eighth and ninth grades, last session. All study algebra, and only the ninth grade study geometry.

We use essentially the course of study recommended by the committee of ten, and I think it will amply meet the requirements of students preparing for college or to teach.

We have some chemical and physical apparatus, and are well supplied with charts, maps, globes, etc.

Our town became a separate school district about the year 1888.

We enrolled 662 pupils last session, and have enrolled over 500 so far this session. So many children work in the mills, and come to school off and on when they are out of work, that our attendance does not average as well as one might expect.

The faculty for 1895-'6 is as follows: W. R. Mabry, Superintendent; J. T. Walker, 1st ass't; Mrs. Clara L. Mabry, advanced hall; Miss Mary McLaurin, grammar school hall; Miss Ella Wright, seventh grade; Miss Florence Tillman, sixth grade; Miss Ella Bethea, fifth grade; Miss Minnie Neelly, fourth grade; Miss Willie Webb, third grade; Miss Lillian Beesley, second grade; Miss Alice Sasser, second primary; Miss Mattie McCallum, first primary.

All the teachers, with the exception J. T. Walker, and

Misses Bethea and Sasser, taught during the session of 1894-'5.

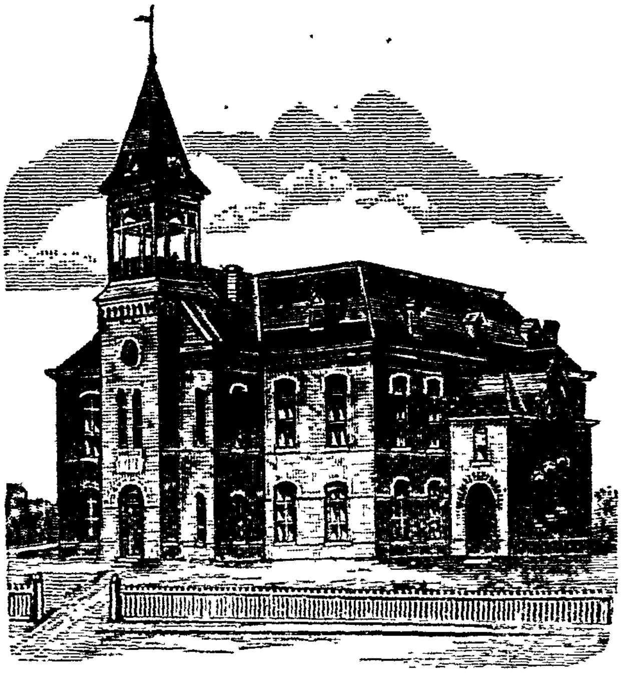
WEST POINT.

R. B. SMITH, SUPERINTENDENT.

West Point has a handsome public school property worth $20,000. The building is a modern brick structure, well furnished. The library contains about 200 volumes, used chiefly for reference. Most of the books were donated to the school.

The school is carefully graded. Heretofore there have been only nine grades in this school; there are now ten. Pupils who complete the work through the ninth grade will be prepared to enter the freshman class of the Industrial Institute and College at Columbus, of the A. & M. College at Starkville, or of our State University.

The tenth grade is designed specially for those who are not able to take a full college course, but who wish to prepare for teaching in our public schools.



There are 60 pupils in our first grade, 50 in second, 45 in third, 40 in fourth, 35 in fifth, 50 in sixth, 20 in seventh, 20 in eighth, and 4 in the ninth grade.

There are 50 studying Latin, and about the same number studying algebra.

Although we do not follow in toto the course suggested by the committee of ten, yet we heartily approve of the idea of correlating our high schools with our State institutions, and having pupils who leave our high schools thoroughly prepared to enter our State schools.

Building and equipments: The building is a two-story brick, with study-hall and four recitation rooms. The grounds comprise six acres and afford fine views on every side. It was erected in 1890 at a cost of $10,000. It is amply equipped with approved single desks, blackboards, maps, charts, etc. It is heated by stoves and grates, is well lighted and ventilated.

The school is organized as follows: Primary department—1st, 2d and 3d grades; grammar school—4th, 5th and 6th grades; high school—7th, 8th and 9th grades.

The first four grades occupy rooms on the lower floor; the next five are seated in study hall, the 5th and 7th alternating with the 6th and 8th grades on one-half hour recitations in the class-rooms—the 9th reciting in hall.

Library: The school has no library, but it is the purpose of the management to create a library fund, by which, in addition to contributions from friends and the faculty, a nucleus may be procured. This is a valuable aid, and is almost indispensable to the school.

High school department: Algebra is commenced in the 6th grade, which is the first year of the high school. Latin is begun in the 7th grade, which is the second year of the high school, and geometry, and Greek and chemistry is taken up in the 9th grade or graduating class.

It is thus seen that three years are given to algebra, three years to Latin, and one year in Greek and geometry, and chemistry.

The course of study recommended by the committee of ten at the University Normal, 1894, is heartily approved and followed in our course in the high school.

Number studying algebra 45, Latin 32, geometry and Greek 5. A natural science and English course is also pursued in accordance with recommendation of committee.

Our school is now thoroughly graded, and in connection with it is an art, music and elocution department, in charge of competent teachers.

Statistical: The enrollment for last session was 239 pupils; this session is about the same. The school is open for seven months, free to all in the limits of the district. The rate of levy for school purposes this year is 2 mills. The school, this session, has opened under the most favorable auspices, and the outlook is promising.

Faculty, 1895-'96: A. J. Warren, principal, 9th grade; J. F. Brunson, 7th and 8th grades; Miss Lee Grider, 5th and 6th grades; Miss Ella Grider, 3d and 4th grades; Miss Fannie Allen, 1st and 2d grades.

Salaries: $100, $50, $40, $40, $40.

WOODVILLE.

C. F. LOWRIE, PRINCIPAL.

Woodville became a separate school district in 1893. At that time the school was taught in a small two-room building which soon proved inadequate to the needs of the increasing attendance. In 1894 a large, handsome four-room modern building was erected.

The building is surrounded by a large open play-ground, which is utilized for physical exercises and games. A neat board fence encloses the whole school-grounds.

Among the apparatus is a very complete series of wall maps and an abundance of good black-boards, besides several book-cases and an organ.

The most important part of the equipment, however, is the necleus of a school library, which was secured largely through the efforts of Miss L. N. Moseley, the teacher of the primary department. The people of Woodville subsubscribed liberally to the library fund, and at present there are sixty (60) volumes of good reading matter within reach of the pupils. A large number of the books are used as supplementary or regular reading matter in the lower grades. In the upper a large number of the books are used for reference in the study of history, geography and science. This plan has materially lessened the parents' outlay for books for their children, and is a step in the direction of free text-books for the scholars which finds much favor with the patrons.

The high-school department consists of a two years course. Six pupils are in the second year, and twenty in the first year. Eight are studying Latin, ten are studying algebra, and twelve are studying geometry.

The course of study recommended by the committee of ten at the University Normal is not in use here.

Strong attempt has been made to apply the theory of concentration to the whole school-work.

Science, geography, history and literature have been made the thought-centers, through which the expression-studies and forms of judgment are taught.

In the primary department, the nature-study and history work is the basis for reading, writing and drawing lessons.

By means of a hektograph copying-pad, reading matter adapted to the children and to the subjects, is made. This reading-matter is read with a great deal of interest and good expression.

An attempt, has been made to apply successfully the same principle to the study of history and geography, that Mr. W. S. Jackman, of the Cook county normal school, at Chicago, has applied to his course of study in natural science.

There is no division of the work into grades, but each grade is studying the same topic at the same time, the primary grades simply touching the topic, while the upper grades make a deeper and broader study of the same topic.

The present condition of high efficiency of the Woodville school is largely due to the enthusiastic labors of Mr. Frank A. Millidge, who had the principalship of the school for four years, ending June 1, 1894.

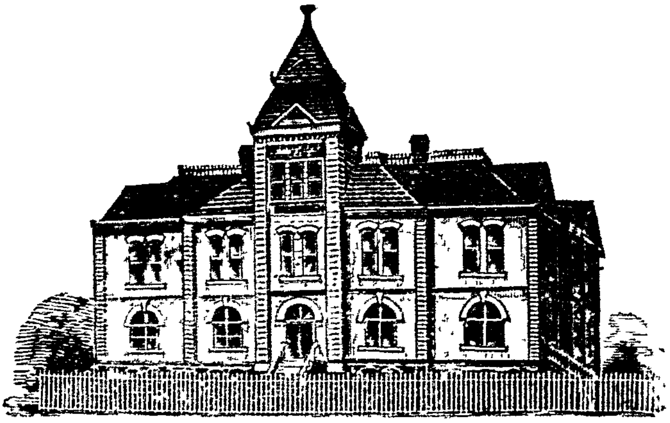
The children of the school show the effect of their training in an eagerness for real study and investigation, and in a readiness to express themselves clearly and logically.

YAZOO CITY.

ROBERT TORREY, SUPERINTENDENT.

Building for white children is a two-story brick structure, consisting of thirteen rooms and a basement, heated and ventilated by Ruttan-Smead system. The basement contains closets and heating apparatus.

The building for the negro children is a wooden structure.



Yazoo City Library Association has a library of 2,000 volumes in one of the rooms of the white school building. The pupils of the upper grades have free use of this library.

The high school consists of the eighth and ninth grades; there are eight pupils in the ninth grade and sixteen pupils in the eighth grade. All of these study Latin and algebra. The ninth grade study geometry for half year. The course recommended by the committee of ten is used to a very large extent.

Value of school property: Buildings $25,000; furniture and apparatus $3,000; lots $5,000; endowment $20,000.

Separate school district established in 1880. Schools graded and reorganized in 1890.

INDIAN SCHOOLS.

THE INDIANS IN MISSISSIPPI AND THEIR SCHOOLS.

BY H. S. HALBERT.

In round figures the Indian population in Mississippi amounts to two thousand souls. They are mostly congregated in the counties of Kemper, Neshoba, Leake, Newton, Scott, Jasper, Greene and Perry. They are all of Choctaw blood, and, with some slight local dialectic variations, speak the same language.

These Indians are descendants of that portion of the Choctaw people that refused to emigrate west, after the treaty of Dancing Rabbit Creek, *Chukfi ahihla bok,* made in 1830. The Choctaws, at that time, as in all their prior history, were divided into three districts, or fires, (*ulhti*), each district governed by its own Mingo. The northeastern district, or, as its people were called in their native tongue, *Ahepatokla,* potato-eating people, was under the jurisdiction Moshulitubbee. The southeastern district, *Okla hannali,* Six Peoples, was under the jurisdiction of Nutakachi. The western district, *Okla falia,* Long people, was under the jurisdiction of Greenwood Leflore. The *adjective falaia,* long, refers to the length of this district. These Mingoes were independent of each other and sovereign in their respective districts, and only acted in concert in national affairs, when the whole nation assembled in council to decide on questions of peace and war. In each district there were thirty subordinate Mingoes or captains, who managed and directed the local affairs of their respective towns or beats.

In addition to their geographical division into three districts, there was also a formal division of the Choctaw people into two *iksa.* This *iksa* division is attributed by the Choctaws to Divine authority and dates back to the creation of their race. Immediately after the creation of their forefathers, ages ago, at the Nanih Waiya Mound, the Great Spirit divided them into two *iksa,* the *Kashapa okla* and the *Okla in holahta,* or *Hattak in holahta.* Stationing one *iksa* on the north and the other on the west side of the sacred mound, the great spirit then gave them the law of marriage, which they were forever to keep inviolate. This law was that children were to belong to the *iksa* of their mothers, and that one must always marry into the opposite *iksa*. By this law a man belonging to the *Kashapa okla* must marry a woman of the *Okla in holahta*. The children of this marriage belong, of course, to the *iksa* of their mother, and whenever they marry it must be into the opposite *iksa*. In like manner, a man belonging to the *Okla in halahta* must marry a woman of the *Kashapa okla*, and the children of this marriage, from being *Kashapa okla*, must marry into the *Okla in holahta*. Such was the Choctaw law of marriage given, they say, by Divine authority. The *iksa* lived promiscuously throughout the nation, and as every one knew to which *iksa* he belonged, no matrimonial mistake could possibly occur. This *iksa* division of the Choctaws still exists in Mississippi, but is begining to slowly die out under the influence of Christianity, education and other results of contact with the white race. It is perhaps not amiss to give this item of information, for this *iksa* division, in a few cases, recently has created some disturbance among our Choctaws, the progressive young-bloods thinking that the ancient law given at *Nanih Waiya* should fall into innocuous desuetude, and that they should have the right to select their wives regardless of the *iksa* to which they may belong.

In regard to the geographical bounds of the three Choctaw districts, we will state that among the Southern Indians, boundary lines between tribes or divisions of tribes, were either water-courses or the dividing ridge or water-shed between water-courses. Either water or a ridge with no water was a territorial boundary easily understood by the aboriginal mind. Want of space forbids our describing the boundary lines that separated the three districts. The *Okla hannali*, or Six Towns district, presented some features quite distinct from the other two districts. This district was composed of six towns, or rather townships, separated from each other by the usual lines of water-courses and water-sheds. These so-called towns were *Tala, Chanakbi, Bishkun, Inkillis Tamaha, Nashwaya*, and *Oka Talaia*. *Tala* town was a thickly settled community and its people all emigrated to a man in the second emigration in 1832, the first Choctaw emigration being in 1831. A large portion of the other Six Towns people, especially those living on the Bogue Homa and Tally Homa waters emigrated in the second emigration. The third emigration was that of Bosto's in February, 1846. All remaining Six Towns Indians, with the exception of the *Inkillis Tamaha*, emigrated west at this time. But few of the *Inkillis*

Tamaha ever emigrated. We are unable to give the reason. *Inkillis Tamaha* signifies English town. Nearly all the Choctaws now living in Jasper county are *Inkillis Tamaha* Choctaws, and are now generally known by the name of Six Towns. A large settlement of them live within the bounds of their ancestral township. Another division of the *Inkillis Tamaha* live in southwestern Jasper, and are known as Beaver Creek Indians. Many of the Choctaws living on the gulf-coast and in the vicinity of New Orleans, are seceders from the Six Towns, as are most of the Choctaws living near State Line in Greene county, and those living on Estabutcha Creek, in Perry county. Likewise several Indian communities in Louisiana are said to be of Six Towns lineage, and to have separated from their people long prior to the treaty of Dancing Rabbit. The writer will cite the reader curious to know more of the Six Towns and of *Yowanni* Town, to an article written by himself on these people, published in Vol. XV, No. 3, of American Antiquarian.

The Indians of Leake and Scott counties are descendants of the *Okla falaia* or long people of Col. Leflore's district. The Indians of Kemper and Neshoba are generally the descendants of the *Ahepat okla*, the potato-eating people, of *Moshulitubbee's* district. The most numerous Indian community in Mississippi is the Bogue Chitto clan of northeastern Neshoba. These Indians have the reputation of being the most barbarous and non-progressive of all our Choctaws. Up to this time they have been utterly impervious to the advances of the school-master and the missionary. As an evidence of their savage ideas, in the summer of 1884, some of their prophets secretly executed a woman as a witch. This, we hope, is the last case of witchcraft in Mississippi.

Another populous community is the Mokalusha commumunity, of southern Neshoba. Mokalusha is an American corruption of the Choctaw *Imoklasha*, which signifies, "Their people are there." The Mokalusha are mostly congregated near the Catholic Mission, situated near Philadelphia, and are having their children educated at the school attached to this mission. The Beasha Indians also constitute a tolerably large community, living near the line of Neshoba and Leake. Beasha is the Choctaw *Bihi asha*, and signifies, "Mulberries are there," or, a more concise rendering, "Mulberry Place." No school has ever been established among them.

The Indians in Scott county are mostly settled on Untuklo creek, and, like the Bogue Chittoes, they are non-progressive and have no school, although a school was located for them by the school board of Scott county some years ago.

Nothing had been done for the enlightenment of our Choctaws, either by the State or by religious dominations until 1883, when the Rev. Peter Folsom, from the Indian Nation came as a missionary among them, and at the same time, by act of Legislature, a few schools were granted them. Since that time several Indian communities, considering all the adverse circumstances, have made commendable progress.

Here, we may remark, that the church question and the school question are almost, so to speak, synonymous among the Indians. Wherever a church or a mission point is established, a school is sure to follow. The introduction of Christianity brings with it a desire for the education of their children. In this connection, we will say that many adult Choctaws, of both sexes, in these christianized communities, have learned to read and write their own language. This accomplishment fortunately, is not so difficult for them to attain, owing to the simplicity of the Choctaw alphabet and the consequent phonetic spelling of words.

During the last two scholastic years, extending from November, 1892, to October, 1895, six schools have been taught among the Chowtaws—four of these schools having been taught for several months in each year. Two schools were in Neshoba, one in Kemper, one in Leake, one in Newton, and one in Jasper. The total number of pupils taught in these two years—the same pupil only counted once—amounts to 136—78 mals, 58 females. In some of these schools there were several beyond the scholastic age, who were, of course, not enrolled, so we can safely say that about 150 Choctaws received instruction in the above period of time.

There were four teachers, all white, except the Rev. Seaborn Smith, who is a native Choctaw. The Indian community in southwestern Kemper, known as the *Tali-Chuluk* Indians, had a school which was taught four months in each scholastic year by the Rev. W. W. Cammack.

Some three years ago, under discouraging circumstances, he began a small school of not more than a dozen pupils among these Indians. This school has gradually increased, the last term showing 21 enrolled, 13 males and 8 females. This does not include several beyond the scholastic age—making some 25 who have been taught by Mr. Cammack.

Tali-Chuluk signifies Rock Hole. In the fall of 1894, Mr. Cammack also taught a two months' school of 11 pupils, 8 males and 3 females, among the Cushtusha Indians of eastern Neshoba. This, it is true, was a small school, but experience proves that among Indians we must not despise the day of small beginnings.

The Cushtusha Indians are a branch or offshoot of the Mokalusha clan. The name is a corruption of the Choctaw *Kashtiasha,* signifying "Fleas are there," or "Flea Place."

In the scholastic year of 1893-'94, Rev. Seaborn Smith taught a four months' school of 19 Choctaw children on Noxapater Creek in north Neshoba. We have no further information about this school. Noxapater is a corruption of the Choctaw *Naki chipunta,* meaning Little Bullets.

The Leake county Indian school, located near Ofahoma, was taught by Mrs. Belle Scott. (Mrs. Scott is a grand-neice ot Col. Greenwood Leflore.) The following extracts from a letter received from Mrs. Scott, will give all the necessary information in regard to her school:

"I do not know the number of schools nor educable Choctaw children in this county. I have 25 in my school — 13 males and 12 females. There are 45 educable children within the bounds of this school, but the majority of the parents are too poor to furnish food and clothing sufficient to send them to school. The average daily attendance varies from 10 to 18. It requires a double portion of patience to teach them. You cannot govern them by force at all; they are very slow to speak and to act, though some of them make make very good progress — can read and spell very well— but frequently they do not get the sense of what they read. They may read a piece very correctly, but very often they cannot tell what they read about. I have done my utmost these two years to teach them to the best of my ability. The school is taught in the church; it is just a rude log house, much in need of repair. During a rain we could hardly keep dry. It is very well seated, comfortable benches. They have no desks—have to use slates in writing. They can all write a very good hand, also read writing."

In regard to the great difficulty experienced by a Choctaw in understanding the meaning and structure of English sentences, referred to by Mrs. Scott, we must bear in mind the very great difference between the structure of English and that of Choctaw. The white man beginning the study ot the Choctaw tongue, soon discovers many unheard of peculiarities and it requires an immense amount of mental toil for him to comprehend the strangeness of its structure and to master all the intricacies of the language. In like manner a Choctaw, fully at home in his native speech, has a similar experience in attempting to comprehend the—to him—strange mysteries of our language. So let us be patient and endeavor to get them to acquire at least enough of English to be a practical benefit in their business relations with the white race. Experience proves that we cannot destroy the language of a people, not even that of a little tribe.

Another digression may be permitted. As to the slowness of the Choctaws to act, this characteristic was noticed by Adair and other writers over a hundred years ago. Except in war, hunting, or in their native games and amusements, an Indian is not apt to get into a hurry. The Choctaws are not an exception to this rule, and are inclined to be an easy-going people. They are proverbially slow in coming to a decision. Much deliberation and thought before they come to a final resolve. However, when they have fully and finally made up their minds, they display much persistence and perseverance in attempting to carry out their resolves.

The writer taught the schools in Newton and Jasper, giving these schools each about four months in each year. The Newton school is located near Conehatta. Thirty-three all told, attended this school, 20 males, 13 females. Owing to the severity of the winter of 1894–'95, the average daily attendance was smaller than usual. These Indians are generally known as Turkey Creek Indians on account of their living near a creek of that name, in Choctaw, *Fakit lapalibok.* A tolerably large division of the Turkey Creek Choctaws live in north Newton, near Union. These Union Indians are incorrigible, simply ball-play Indians.

Seventy-one educable children are reported in Jasper county, 36 males, 35 females.

The Six Towns School in Jasper, is located near Hassunlabi Creek, and about the centre of the old *Inkillıs Tamaha* territory. Twenty-seven pupils attended that school, 14 males, 13 females. The Six Towns school has made the greatest progress of all the Choctaw schools. Some few being so far advanced as to study English grammar, geography, and history. They, too, have a better knowledge of the English language than the Choctaw children in other localities.

In some few Indian localities in Mississippi it is a hard matter to keep up a school during the winter months. This is owing to the fact that many Indian families go away on a nomadic basket-making excursion during the winter.

An economical policy is at the bottom of this. They say that by this plan, they can economize their household expenses, the men hunting and the women making and selling baskets, the proceeds from all of which supplies them with food during the winter, while their corn, pease and potatoes remain under the charge of a friend or a relative, undiminished and undisturbed at home. On their return, at the close of the winter, they find their supply of home provender, of course, untouched and sufficient to help them raise their coming crop.

It may be well here to state that Indians are very much influenced by their white surroundings. An Indian population surrounded by or living among an intelligent white population are always more intelligent and more advanced in their ideas than those Indians living near a lower grade of white people. Truth compells us to say that there is a white element, more or less numerous, living near several of the Choctaw communities, which exercises a demoralizing influence over those Indians. In some cases they have even caused the Indians to do things that are absolutely revolting to Indian human nature. They encourage them in whiskey drinking and are the prime movers of all the violence and demoralization that of recent years have been an accompaniment of the Indian ball play. The Indians, left to themselves, would conduct their native games to their own satisfaction. But now-a-days this can not be done on account of the demoralizing presence and interference of this, our Mississippi white-cap element—an element which has even sunk so low down the scale as to adopt some of the ways of savage life. This distinguished race of men, with their semi-nude bodies arrayed in the glory of squirrel tails at their ball plays, borrowed from the Indians, and their ignorant heads full of self-conceit, are not the proper persons to influence our Choctaws towards adopting the ideas and usages of civilization. In sober truth, the most marked difference between this class of whites and the Tubbee element of the Indian is that the one speaks English and the other speaks Indian. Verily, there is still ample room for the services of the preacher and the school master amid such a semi-barbarous white element infesting certain localities in Mississippi.

As to the Choctaw school houses, the church house and the school house are invariably one and the same building. With the exception of Mrs. Scott's house, they are all good structures and furnished with stoves for winter use.

In closing this article on our Mississippi red people, the writer will say that in all the Indian communities in Mississippi in which Christianity and schools have been introduced, the Choctaw people there have made fair progress—as much so as their best friends have anticipated. Slowly it is true, but more and more do these communities seem to grow into a knowledge and appreciation of the advantages of civilization. There is hope for a people having such a pride of race as the Choctaws, which they often evince by the expression "*Chahta sia hokat,*" "I am a Choctaw." With all their poverty and ignorance, they possess many characteristics well worthy of admiration—as honesty, chastity, and an intense attachment to the land of their nativity.

CHOCTAW INDIAN SCHOOLS.

Hon. J. R. Preston. Jackson, Miss.:

DEAR SIR — I enclose you a brief report of school work among the Choctaw Indians of Mississippi during the present scholastic year.

SCHOOLS TAUGHT.—Two, one two months and the other taught four months.

NUMBER ENROLLED.—Males 21, females 11; total 32.

I am well pleased with the progress these children are making. Some of my pupils can solve an ordinary problem in fractions; most all of them can read, write and spell.

Respectfully, W. W. CAMMACK.

TOLER, KEMPER CO., MISS., Sept. 20, 1895.

TREATY OF DANCING RABBIT CREEK.

CONEHATTA, MISS., November 29, 1895.

Hon. J. R. Preston:

DEAR SIR—In regard to the subject about which you and I have corresponded—the location of the treaty-ground of of Dancing Rabbit—I am at last able to give you exact information.

The treaty-ground is in the north-west quarter of section 3, township 13, range 15 east, Noxubee county. It lies between the two prongs of Dancing Rabbit Creek, the western prong being known as Big Rabbit, the eastern as Little Rabbit. For the precise location of the treaty-ground, which I will give you, I am indebted to Mr. F. M. Shields, an old citizen of Winston county, who has been familiar with the Dancing Rabbit country all his life, and knew all the early settlers of that region.

On the 29th of October last, I visited the treaty-ground in company with Mr. J. A. Jernigan, of Noxubee county. The ground is on the farm of a respectable old negro, named Hillman Sistrunk, who conducted us to the locality described by Mr. Shields, and who also told us that this was the place that he had always heard the old settlers speak of as the treaty-ground.

I will now describe the place minutely. The treaty-ground contains about three acres, and the greater part is now embraced in one of Sistrunk's fields, which was cleared in 1890. It is situated near Big Rabbit, on its eastern side, and about 150 yards west of the Mashulaville and Summerville road. The place is a gentle slope near the foot of a hill bordering on Big Rabbit, and in some places the ground is nearly level. A small branch, some 400 yards long, running northerly into Big Rabbit, forms the western boundary of the treaty-ground. This branch was perhaps a running stream in the treaty day. On the southern border is a knoll covered with a ledge of rocks, most of which, however, have been carted away during the last few years for the building of chimneys. Right here I wish to say that I have distinct recollection of hearing the late Mr. G. W. Campbell, of Shuqualak, say that the commissioners' stand was near a ledge of rocks, and as these are the only rocks on the ground, this surely must be the place spoken of by Mr. Campbell, as the commissioners' stand. Mr. Campbell, in early life, was an Indian countryman, and was present at the treaty of Dancing Rabbit. About 225 yards, a little north of east of the treaty-ground is the noted Dancing Rabbit spring.

This spring is in a hollow east of the Mashulaville and Summerville road, in fact it is between the Mashulaville and Summerville and Mashulaville and Shuqualak road, and not far from the fork of these two roads. The little branch, the knoll and the spring are three permanent landmarks by which the treaty-ground of Dancing Rabbit can be identified in all time to come. About 100 yards north of the knoll is a spot covered with the cinders and slag of an old blacksmith shop. This shop stood near the northern border of the treaty-ground and was built long after the treaty. Several very large mulberry trees once stood on the treaty-ground near the site of this old shop. Mr. Shields writes to me, "I have shot wild turkeys out of those mulberry trees and have drunk water from that spring."

The treaty-ground is about 1,000 or 1,200 yards above the confluence of the two Rabbits. In the primitive days, these two prongs of Dancing Rabbit were deep streams of bold running water, with high banks and full of fish — in fact they were famous fishing streams. But now, from the washings of the cultivated soil, they are wide and shallow streams, with scarcely a minnow in them, and frequently become dry during the summer. Such are some of the ravages of civilization.

Besancon, on his large map of Mississippi, published in 1837, locates the *council-ground* some 200 yards north of Dancing Rabbit spring. This term council-ground, as used by Besancon, must not be considered as equivalent to treaty-ground. In thus locating the council-ground Besancon merely intended thereby to give the centre of the Choctaw camping ground at the time of the treaty—their camps being scatttered in a sort of semi-circle at the base of the hills, having the spring in the centre and eveloping it on the east, north and west, while the treaty-ground proper was about 225 yards a little south of west of the spring. In short, Besancon merely intended by the expression to give the centre of the entire locality—treaty ground and camping ground both combined.

The treaty-ground of Dancing Rabbit was in the district of Mingo Moshulitubbee, whose home was about five miles north, on the place now occupied by the little village of Mashulaville.

Here I would like to make a little etymological digression. The names of the three Choctaw Mingoes. The name of the Mingo of the south-eastern district is spelled in various ways. If Nutakatchi is the correct form, the meaning is "The Subduer." Col. Leflore's Indian name was *Iti okchanki*, Green wood; *iti*, wood, *okchanki*, green. As to Moshulitubbee, I have heard an old tradition to this effect: In early life, at the head of a few warriors, he made an inroad across the Mississippi into the country of the Osages, with which tribe the Choctaws were then at war. He and his men spent several months in this country, waylaying, killing and scalping Osage warriors. On their return home, in commemoration of these exploits, the young brave received the war-name of *Amoshulitabi*, "The one who pursues and kills." The word, Choctaw, or, the correct form, *Chahta*. The late Rev. Allen Wright, who was a thorough native Choctaw scholar, says that the original meaning of this word, *Chahta*, is lost, but that it is supposed to mean *separation*, that is, separation from the Muscogees, Alibamos, Coshattees, Hitchittees and Apalachees, who were all once one people.

So much for Allen Wright, whose opinion on this subject is entitled to respect. On the contrary, Gayarre's fanciful nonsense about "charming voice," is not worth a second's consideration.

But let us get back to our subject, "Dancing Babbit Creek" is not the exact translation of the Choctaw name of this noted creek. *Chukfi*, rabbit, *a*, the locative preposition prefixed to the verb *hihla*, to dance, and *bok*, creek. The meaning is "Creek where the rabbit dances;" or, following the order of the Choctaw idiom, the exactly literal translation is "Rabbit-there-dances creek."

But perhaps I have written enough about Dancing Rabbit. So I will close in assuring you that I have given you the correct location of the treaty-ground on the *Chukfi ahihla bok*. Very truly yours,

H. S. Halbert.

Crawford, Miss., Nov. 14, 1895.

Mr. H. S. Halbert, Conehatta:

Dear Sir—I received your favor of the 8th, and also your card. In reply will say that I have examined the map as carefully as I could and find that the "council ground" of which you wrote, is situated in the middle part of the extreme northern portion of section 3, township 13, range 15, east. The house stands between the two initial branches of the head waters of Dancing Rabbit Creek and nearer to the western branch by a few hundred yards, but a good distance from the confluence of the two branches. The spring is two or three hundred yards south of the ground and a little west of south. If you draw a line from Mashulaville due south, and draw another due east from Winstonville, you will find by measuring each line five and a half miles, that you have located the ground just in the included angle of said lines.

The map from which this is taken is the one you saw at my home.

John La Tourrette compiled and published the map in 1848. He was from Mobile, Ala. The map was engraved by S. Stiles, Sherman & Smith, of New York.

There is a certificate of approval given to Tourrette, for correctness, by John Bell, surveyor of lands ceded to the Chickasaws, and one for promptness and scrupulousness in his work, given to him by R. W. Williamson, manager of the lands in charge south of the Tennessee. I hope that the above will be of such character as to answer your purpose, as I am not in the habit of writing up such matters, you will have to write me again if I have not made it plain enough.

I thank you for your kind wishes, and cordially extend to you the same.

Respectfully, etc., your friend,

J. W. CAVANAH.

Tourrette's map is the same as Besancon's only a newer edition, that and nothing more. In 1837, Besancon published a little book, or rather large pamphlet, generally known as Besancon's Register. This little work contained sketches of all the counties in Mississippi. I saw several of these Registers in my boyhood, but now I do not know who has one. Perhaps some account may be found in this Register of Dancing Rabbit, in the sketch of Noxubee county.

In 1877, I came across one and sent it to Col. Claiborne, who was then engaged in writing his history of Mississippi. I never examined the work very particularly about Noxubee county, but noted some curious facts in it, about other counties. I do not know whether this little work is yet in possession of Col. Claiborne's family. H. S. H.

COOPWOOD, MISS., NOV. 14, 1895.

My Dear Prof. Halbert: Your two interesting letters of inquiry at hand, and I haste to reply. You are right, the mulberry stump has been cut since my time. I have killed turkeys from the trees. I have drunk water from the spring; the old shop was built long after the treaty, by Harrison or Coleman.

F. M. SHIELDS.

TOUGALOO UNIVERSITY.

REV. FRANK G. WOODWORTH, D. D., PRESIDENT.

Hon. J. R. Preston:

MY DEAR SIR—In accordance with your request I have the honor to submit the following report of the work of Tougaloo University for the years 1893–'4 and 1894–'5:

The general features of the work have been the same as in the past. The aim has been to make the instruction more thorough and to raise the standard in all the departments so far as possible. The special developments have been in the Normal and Manual Training departments. In the former special work in pedagogics has been done. As now carried on the chief stress of work in the two highest Normal grades is put on pedagogical training. The special studies of the Junior year are White's Pedagogy; Payne's History Education; Howland's Methods of Teaching; School Economy; Observation work and practice teaching; examination of text-books; study of educational journals; methods in number, language and science work. In the Senior year, Psychology; Boone's History of Education in the United States; Philosophy of Education; observation work and practice teaching; current educational literature; courses of study. It is intended to make the work of this department constantly more efficient. It speaks well for the work of the school that its graduates and students are in constant demand as teachers not only in this State but in Louisiana and Arkansas.

Along industrial lines the work has been brought to larger efficiency. While for a number of years carpentry, blacksmithing and wheel-wrighting were taught with good success as trades it was felt that the number who could have such training was necessarily limited, and that it would be wiser to adopt some better plan. Now the work is done on strick manual training lines, instruction being given in wood-working, forging, mechanical and architectural drawing, free-hand drawing, turning and wood-carving. The last has been but just begun. By this training not only are the fundamental principles of tool manipulation and many of their practical applications taught, but the educational ideal is kept steadily in mind and the pupil developed in intellect and character as well as in handicraft. It is worth remembering that while we are thus aiding our students to earn a betliving, we are also adding through their skill to the wealth of the State, for every increment of skill means so much more productive capacity, and so much more value.

Another line of work is the farming, the work being carried on by the students under direction. The farm has, in the main, supplied the vegetables and fresh meat and milk for the large boarding family of 160 to 200. About eighty cattle and one hundred swine have been kept. Last year 1700 bushels of corn, and over 600 bushels of sweet potatoes, 75 bushels of Irish potatoes, and large quantities of berries and fruit were raised, 18 barrels of sorghum molasses were made, and over 2,000 pounds of meat cured.

Since I last had the honor of reporting to you our girls' industrial work has been still further developed by the erection of an Industrial Cottage, costing $4,000, that is one of the most complete buildings of the kind to be found. In it are carried on the needle-work and cooking classes. In each of these there are courses of four years, fitting those who complete them for the duties of the household or for dress-making. In addition to this class-work, which is obligatory, there is model house-keeping carried on, four girls at a time keeping house six weeks at a time under direction, and becoming familiar with all the housekeeping duties.

It is worthy of notice that those who have had the industrial training, make use of it not merely for themselves, but those who go out to teach have often been of great help to their people in instructing along industrial lines.

The work of education is being advanced in grade as the demand increases, and while the number who need the higher education is small and will be, it seems best that those who need it should have the chance to gain it without having to go far away, so the College Preparatory department has been established, and in another year full College work will be begun. Among the graduates of Tougaloo are several successful physicians. This fact shows the demand for the higher education. It is the aim of Tougaloo to become the best and most thorough educational center possible.

The financial stringency has necessitated the cutting off of some instructors, but none of the work has been given up.

The enrollment for 1893-'4 was 368, with twenty-three teachers and officers; for 1894-'5, students 379, instructors, 24. Up to this time, in this school year, the enrollment has been 300, with twenty instructors.

As this is the last report that I shall make to you, allow me express my appreciation of the uniform interest that you have shown toward Tougaloo, and for your efforts in behalf of the education of the colored people of the State. It is a matter of regret that the law does not allow the continuance in office of one who has done so much for the educational interests of all classes of the people.

Respectfully yours,

FRANK G. WOODWORTH.

PEABODY SUMMER NORMALS--1894.

UNIVERSITY SUMMER NORMAL.

A Peabody State Institute of 4 weeks, beginning June 11, 1894, and designed specially for Superintendents, Principals and Teachers of Graded Schools.

Doctrina sed vim promovet insitam
Rectique cultus pectora roborant.

FACULTY.

Chancellor R. B. Fulton, Local Director.

J. H. Phillips, Superintendent of Birmingham Public Schools, Director. Graded School Work: Organization, course of study, government, etc.; civil goverment, United States History.

Miss Mary A. Cahalan, Principal Powell Public School, Birmingham. Drawing, elementary science, geography, physical culture, reading, language lessons.

Miss Minnie Holman, Birmingham Public Schools. Primary Work, graded school music.

R. W. Jones, University, Physiology. J. W. Johnson, University, Physics. Alfred Hume, University, Arithmetic. J. W. Fox, West Point, Mental Arithmetic. W. R. Sims, University, History of English. T. L. Trawick, History of Mississippi.

Conductors' School—Dr. Joseph Baldwin, Professor of Pedagogy, University Texas, Director.

The director did not make a formal report of this normal. It was one of the most effective summer schools we have had in the State.

The enrollment was 467, being the largest attendance in any of the normals.

BOONEVILLE NORMAL.

The Institute was opened June 4, 1894, with the following faculty and course of instruction:

Wickliffe Rose, Peabody Normal College, Nashville, Director. Science and art of education, physiology.

Miss Corrinne Harrison, Norfolk, Va. Primary work, spelling, reading, composition.

Miss Ida L. Duncan, Jackson, Tenn. United States History, writing.

J. U. Barnard, Department of Pedagogy, University. History of Mississippi, civil government.

F. A. Millidge, Woodville, Miss. Geography, Botany, Physics.

S. P, Walker, Booneville. Arithmetic and mental arithmetic.

On the opening day 169 teachers were enrolled. The number rapidly increased to 250. We specially note as a wholesome improvement over last year, that the great majority of the teachers were present for the full time. The percentage of attendance and the percentage present at the close I have never before seen equalled by any institute of four weeks.

The work was done in two daily sessions, from 8 to 12:30 in the forenoon, and from 4 to 6 in the afternoon. To make the work more effective, the institute was divided into two sections. A few evening lectures were given. To promote the social feature and to give variety and recreation, a resort was had to occasional social meetings.

Notwithstanding the excessively warm weather, and some inconvenience arising from lack of suitable lecture rooms, the above course of instruction was faithfully carried out by both teachers and pupils. The eagerness and earnest application of the student-teachers was the subject of common remark and the source of constant inspiration to the conductors. Through the entire work we had the untiring support of county superintendent Tyra, and received the hearty cooperation and good will of the citizens of Booneville. The spirit throughout was of the best type.

The results of the work are already being manifested in an expressed determination on the part of a large number to seek the advantages of higher institutions of learning. This I regard as the best fruit an institute can bear. I believe the great majority of the teachers in attendance have been left in the line of growth.

Respectfully,

WICKLIFFE ROSE, Director.

NASHVILLE, TENN., July 10, 1894.

PORT GIBSON NORMAL.

I take pleasure in making a short report of the work of the Peabody State Normal Institute, held at Port Gibson from July 2d to July 27th, inclusive.

The July attendance was larger than I expected, considering the fact that another institute was in session at Wesson at the same time. The number enrolled was 163. The average attendance was reasonably good, and the interest and earnestness were well up to the high standard of excellence found in Mississippi.

The first week was very warm. As the number of instructors was limited to three, the work was quite heavy. During the second week we were pushed for time, our subjects being numerous.

Some effort was made to grade the work of the institute. Two divisions were made. Those who had not taught and those whose training was limited, were placed in one class, and those who had had extended experience were placed in the second class. By this means we were able to adapt the work to the needs of the teachers more perfectly. There were about 50 or 60 belonging to the first class and in arithmetic, grammar and other subjects, they were drilled principally on the elements. The other division took up the more advanced phases of the subjects and passed over much more ground. I need not say that the plan worked admirably.

I am more than ever convinced that we should do more recitation work in subject matter. The institute should more closely resemble the school, and the teachers should be impressed with the need for thorough study.

The different instructors express themselves as well pleased with what we have been able to do. Much needs to be done yet. Many of the teachers in attendance had never enjoyed the advantages of institute work. Many had become more or less fixed in their methods and plans. But I am sure that much good has been done by presenting better things, more progressive ideas.

The instructors have done conscientious and faithful work. Much time and thought have been given to preparation for class-work and each has done his best.

FACULTY.

J. U. Barnard, Science and art education, two classes per day.

Miss Minnie Holman, Primary work for one week.

J. M. Barrow, English grammar, two classes; arithmetic and mental arithmetic.

Prof. Creelman, three weeks each, botany and physiology, three recitation periods for three weeks.

F. M. Roof, arithmetic one class, four weeks; geography and United States history, one class each two weeks, and music for four weeks.

Enclosed you will find the roll of those in attendance, and the list of resolutions as passed by the institute on the last day. Most respectfully submitted,

J. U. BARNARD, Director.

PEABODY SUMMER NORMAL INSTITUTE AT LAKE, MISS., JUNE 25 TO JULY 20, 1894.

FACULTY.

Dabney Lipscomb, A. & M. College, Director—Grammar, U. S. history, arithmetic.

Wickliffe Rose, Peabody Normal College, Nashville—Psychology applied to teaching.

J. U. Barnard, Department of Pedagogy, University—Methods and school management.

G. C. Creelman, A. & M. College—Botany and physiology.

Miss Jennie Worthington, Columbus; reading, elementary grammar, Mississippi history.

J. C. Hardy, Jackson—Geography, civil government.

J. W. Fox, West Point—Arithmetic, mental arithmetic.

Mrs. Ellen B. Grant, Birmingham—Primary work.

W. R. Sims, University—History of the English language.

Dr. J. B. Bailey, Conehatta—Local director.

Arriving on the grounds Saturday, June 23, I found that Dr. Bailey, the local director, had everything in readiness for the institute. The opening exercises were held Monday morning, June 25, with 75 teachers present, and regular work begun that afternoon at 4 o'clock.

The smallness of the attendance at the opening may be attributed largely to the fact that by some mistake, the one-fare railroad tickets were not on sale till Sunday morning, the 25th. By the end of the first week the number in attendance reached 130, and the final report of the secretary shows a total enrollment of 201, representing twenty-nine counties in the State. Classified by sex, there were 84 male and 117 female teachers present.

The entire course of study was carried out in every detail, and the only regret which I heard expressed was that physics was not included in the course. If at all practicable, provision for this subject, also, I think should be made at the next session. From 8 to 12:30 in the morning, with a recess of fifteen minutes, and from 4 to 6 in the afternoon, more than six hours a day, for four weeks, the work was carried on with unflagging interest.

The cheerful co-operation of the teachers with their instructors, was very gratifying and helpful. By their readiness in responding to questions, performing work on the blackboards, and taking part in drills, etc., when requested, formal lecturing was transformed into real teaching, stiffness was banished and many valuable lessons and suggestions were presented, which otherwise would have been rendered impossible. I emphasize this point, for in the hearty co-operation of the student-teachers, lies, I believe, the full success of a normal institute.

For convenience and more thorough instruction, the teachers were divided into two sections in most subjects, the sections averaging 60 to 100 each. This taxes the physical strength of the instructors considerably, for they are thereby required to devote double time to each lesson; but it is undoubtedly of great advantage to the class.

The social feature of life at the Lake normal, is one of its most attractive phases. The evening strolls, the semi-weekly literary and musical entertainments improvised and continued by the teachers themselves, the regular weekly prayer meeting and the informal gatherings at meal times in the cool, latticed office of the hotel, were enjoyed this year as much as last, and a spirit of homelike contentment and cheerfulness prevailed throughout the session.

To Capt. Faucett, our attentive host, and to Mrs. Bailey, the model matron, much credit is due for their patient and laborious efforts in dispensing to the bodily comforts of their guests. The accommodations were far better, and the fare both in manner and preparation and service, and in variety, was doubly as good as the year before. The sanitary condition of the buildings and grounds was also carefully looked after. More lived in the cottages this year than last, and the hotel was consequently less crowded. If the cottages were improved somewhat, a still larger number could occupy them to advantage, and thus improved, three hundred or more teachers could be comfortably entertained, and it would indeed be very difficult then to find a place better suited to the purposes and requirements of a summer normal institute.

In conclusion, I take pleasure in according to my esteemed co-laborers, the able and enthusiastic faculty named at the head of this report, the credit to which they are entitled in so large a measure for the success of the institute this year. Grateful acknowledgements are also tendered to you, sir, for valuable assistance and timely suggestions.

Respectfully submitted,
DABNEY LIPSCOMB, Director.

APPENDIX.

Two important Saturday afternoon open conferences were held on the general subject of Public Schools in the Country. At the close of the first conference a committee was appointed to draft resolutions to be submitted at the next. The following are the resolutions that were unanimously adopted at the second conference, after full and lively discussion of the resolutions section by section:

WHEREAS, The results of a four months' term for the public schools in the country are so unsatisfactory to pupils, parents and teachers, preventing progress on the part of pupils, injuring the teachers both professionally and financially, and bringing the system into disrepute generally before the people;

Resolved, 1. That we, the teachers in attendance at the Lake Normal, will earnestly endeavor to secure the extension of the country school term to seven or eight months; which can be done by making a three-mill levy, as other counties of the State have done.

Resolved, 2. That we lay the matter before the next county institutes, and urge united action on the part of teachers of our respective counties upon this important subject.

Resolved, 3. That as a step in this direction, we earnestly endeavor to get the patrons of our respective schools to utilize more fully the present four months' term, believing that the increased benefits, which will result therefrom, will lead them to appreciate and even demand a longer term for their schools.

Resolved, 4. That the papers in each county here represented, be requested to publish these resolutions.

COLORED NORMALS.

ABERDEEN SUMMER NORMAL.

FIVE WEEKS, SIX DAYS PER WEEK—BEGINS MONDAY, JUNE 25, '94.

FACULTY.

J. M. Carter, Pontotoc, Director. U. S. History, Mental Arithmetic, Grammar.

M. Rose, Aberdeen, Local Director. Spelling, Reading, Geography, Composition, History of Mississippi.

Chas. Strong, Strong Station. Arithmetic, Philosophy, Physiology, Civil Government.

I respectfully submit the following report of the Peabody Normal Institute for colored teachers, held at Aberdeen.

The Institute opened June 25, with 93 teachers present, and closed July 25, with an enrollment of 204.

Five hours each day were devoted to recitations in the several branches of the public school curriculum, and one-half hour daily to methods of teaching, school management, etc.

The teachers in attendance appreciated the opportunities offered for self-improvement, and made becoming use of them by faithful study at their homes and earnest attention in class. Interest in the work increased to the end. At the close there was a general expression of regret that it could not continue.

I cannot commend in terms too strong, the faithfulness, earnestness, as well as the promptness and orderly conduct of at least 95 per cent of those in attendance. I submit herewith the resolutions adopted by the teachers on the last day.

This report would be incomplete without mention of the other two members of the faculty.

Prof. M. Rose has been of invaluable service in the general management, and has done as fine work in his department as could have been done by any one. Though a new man in the State, he is thoroughly identified with her school interests. He needs only to be known to be appreciated.

Prof. Chas. Strong has been a hard student, and a faithful instructor. He is one of the rising young men of the State, deserving of recognition by the authorities of the county, the city and and the State.

Respectfully submitted,

J. M. CARTER, Director.

HOLLY SPRINGS.

E. D. MILLER, DIRECTOR.

The Peabody Summer Normal, at Holly Springs, commenced June 4, and continued five weeks. We enrolled one hundred names, representing a large part of the northern portion of the State. Among these teachers, some held a three years' license. All came for work, and made honest efforts at improvement. Quite a number had to leave at the end of three weeks. This meant, in part, that their money was out. Want of money kept many at home who would gladly have attended. All seemed to appreciate the kind providence that furnished them the Summer Normal.

One fact became evident, many of the teachers who attended here should have an advanced course of study. This would increase the attendance and secure a higher grade of teachers—something always valuable.

Prof. Chesterman is an excellent teacher, and besides is a pleasant, genial gentleman. I kept Prof. Saller, also, knowing his aptness to teach.

We closed with good feeling, and wishes that many more summer normals may be held at the Mississippi State Normal.

GREENVILLE SUMMER NORMAL—(A PEABODY STATE INSTITUTE).

FIVE WEEKS, SIX DAYS PER WEEK. BEGINS MODAY, JUNE 25, 1894. (FREE TO ALL COLORED TEACHERS.)

FACULTY.

Supt. S. Archer, Director. Reading, History of Mississippi, U. S. History, Civil Government.

W. J. Humphrey, Principal Durant Public School. Geography, Spelling, Mental Arithmetic, Arithmetic.

Percy Bell, Greenville. Physiology, Philosophy, Composition, Grammar.

I beg leave to submit the foregoing list of teachers, No. 185. as part of the following report. The Secretary mislaid the time-table, and I cannot give the days each remained, but I gave to each teacher a certificate of his or her attendance, with time on it in days.

The Institute opened with 70, and gradually filled up. We employed five days in each week for five weeks in presenting the subjects as shown in a subjoining programme of work. The text-book was a basis of the work upon which the students were all closely questioned. Principles were presented and explained and illustrated. New methods discussed as to how they would best present the subjects to school children. The interest taken by teachers was remarkable, with but few exceptions. All evidenced great improvement in the various branches. They seemed really reluctant to close the meeting at end of the five weeks.

Prof. Humphreys presented arithmetic, M. and P. geography in a thorough and masterly manner. Prof. Bell presented grammar, physiology, composition and natural philosophy clearly and comprehensively. Conductor Archer presented reading, spelling, history, United States, and State of Mississippi and and civil government, covering the whole ground in each.

The Institute leaders passed from room to room delivering three lectures of the same subject daily so as to reach all three sections, and though increasing their labors, were enabled thus to give to all in attendance a thorough drill on each and any topic.

I feel that much good was accomplished, and a repetition next year of the work here would insure much larger results.

TOUGALOO SUMMER NORMAL.

(*Five weeks course. Free to all colored teachers.*)

FACULTY.

A. S. Hill, Tougaloo University, Director. Practical arithmetic, mental arithmetic, elements of natural philosophy.

Miss Laura M. Messich, Tougaloo University. Grammar, composition, physiology, reading, spelling.

W. H. Gross, Straight University. History of Mississippi, U. S. History, civil government, geography.

As director of the Peabody Summer Normal Institute, held at Tougaloo University, at this place, I have the honor of submitting the followng report:

The work of the institute opened June 4th, with an enrollment of 71 teachers, and closed July 7, with a total enrollment of 167. The number of instructors was three.

In addition to the instruction in the various studies of the common school curriculum, classes were also conducted in algebra, geometry and drawing. The school was regularly in session from 8 to 12:30 in the morning, and from 2 to 5:30 in the afternoon.

The pupils were divided into two sections, those holding first grade certificates in the one, and those holding second and third in the other. The work ot the instructors was greatly facilitated by this division. To those who showed special and continued effort to accomplish the work, a certificate of attendance and faithfulness was given. The enrollment emrollment embraced nineteen counties. The greatest number was from Hinds county, and the smallest from Wilkinson county.

The earnest spirit manifested, and the willingness to receive instruction was exceedingly gratifying to those who were in immediate charge of the work. Those in attendance were warm in their expressions of approval of the policy which gave them the opportunity for further equipment for their work, and signified their intention to encourage all teachers to attend the future sessions of the institute.

In my opinion these summer schools have done a great and lasting good in the awakening of a strong educational feeling among the colored teachers of the common schools of the State.

Very respectfully,

A. S. HILL.

MISSISSIPPI SUMMER NORMALS.

1895.

PEABODY INSTITUTES—FOUR WEEKS FREE—FOR WHITE TEACHERS.

REPORTS OF DIRECTORS.

ABERDEEN NORMAL.—J. H. PHILLIPS, *Director.*

The enrollment of teachers in attendance was 330, from 15 counties. I am glad to report that the interest and enthusiasm of the teachers from the beginning to the close were most gratifying to the director and the faculty. The intense eagerness shown by all to avail themselves of the benefits of the work, could not fail to inspire those in charge with an earnest desire to do their best. Judged by the interest shown by those in attendance, and by the general results achieved, the Aberdeen normal was a conspicuous success.

The following is a list of the faculty, together with the subjects assigned to each:

J. H. Phillips, superintendent of Birmingham schools, Director; science and art of education, organization of schools, course of study, English literature and grammar.

Dr. E. E. White, Columbus, Ohio, principles and methods of teaching and school management.

Miss Minnie Holman, Supervisor of Teachers' Training School Nashville, Tenn., primary work and first grade work.

Miss Annette, Austin, Henly School, Birmingham, Ala., language work, drawing, and physical culture.

F. M. Roof, Principal of Henley School, Birmingham, Ala., vocal music, arithmetic, American history.

G. C. Greelman, Professor of Biology, A. & M. College, physiology and botany.

M. Rose, Superintendent of Aberdeen Public School, local director, mental arithmetic, practical arithmetic and Mississippi history.

Miss Duncan, Jackson, Tenn., American history.

Throughout the institute the aim of the director and faculty was to adapt the work to the actual needs of the teachers present. As a great majority of the teachers are engaged in rural schools, the treatment of the subject of school organization had special reference to the wants of country schools. In all the different lines of work developed, theories were rigidly subordinated to actual school room practice.

In connection with the institute a model school was conducted under the direction of Miss Holman. In this school methods of handling classes were illustrated, and the best methods of teaching the various subjects of the school course were developed. The work of the model school extended through the first four years of school life, and served to the teachers as an ocular demonstration of the methods presented by the instructors.

The work in physiology and botany, vocal music, U. S. history, drawing snd physical culture, proved to be especially interesting and helpful to the teachers.

Dr. White's presence and lectures were an inspiration to all who enjoyed the privilege of attending the Aberdeen normal. Few men in this country possess such power to interest teachers in subjects usually considered dry and abstruse.

The zeal and efficiency of the several members of the faculty deserve special commendation. That their efforts were appreciated was clearly indicated by the punctual and regular attendance of so large a number of teachers, as well as by their enthusiastic interest and helpfulness.

In closing, I desire to acknowledge the efficient and untiring efforts of Superintendent Rose, the local director, and of Miss Daisy Haughton, the Secretary. To their thoughtful work is due much of the success of the normal.

BROOKHAVEN NORMAL.

FACULTY.

Wm. H. Ker, Superintendent of public schools, Natchez, director: Arithmetic, grammar, mental arithmetic.

J. M. Barrow, superintendent of public schools, Columbus: Psychology, principles and methods of teaching, and English grammar.

G. C. Creelman, Professor of botany, A. & M. College: Physiology and botany.

James F. Boydstun, Whitworth College, Brookhaven: Physics and geography.

Mrs. Ellen B. Grant, Paul Hayne Public School, Birmingham: Model school—primary work and first grade work.

Miss Lou Lovell, Principal public school, Brookhaven: model school—class-work in spelling reading and numbers, for second and third grades.

J. G. Deupree, Professor of English, Mississippi College: Infinitive and participle constructions, mensuration, algebra, and geometry as aids to arithmetic.

J. W. Garner, Bogue Chitto, American History and History of Mississippi.

Miss Abbie Chellis, Art teacher, Whitworth College, Brookhaven, drawing.

Rev. J. W. Chambers, Local director, Brookhaven, Miss.

I. THE FACULTY.—Whatever success was attained by the Brookhaven Normal was in a large measure due to the splendid home faculty assigned to me to direct and to their hearty co-operation in every measure that I undertook. All of the instructors—Mrs. Grant excepted—were teachers in the schools of Mississippi, and, although the other normals had much "bigger guns," with a national reputation, our Brookhaven instructors were second to none in the clear and practical character of the work done by them, and in readily understanding and fully meeting the wants of the teachers they instructed.

Miss Lovell worked under many difficulties, but, notwithstanding this and the fact that her work was "blocked" with Mr. Garner's popular work in U. S. history, her model school was successfully handled, and the work done was of great practical benefit to those that were really seeking benefit from it. Those who had attended Miss Coffin's lectures at Oxford expressed themselves as greatly pleased and benefited by the practical demonstrations of her theories as presented in the model schools of Mrs. Grant and Miss Lovell,

Mr. Garner, too had to overcome serious difficulties in taking the place of an experienced instructor without having had time to get his subjects into shape, but he did excellent work and succeeded in holding the interest and attention of all that took his work. I think he gives promise of becoming an exceptionally fine teacher in the line of work—history and geography—that he seems to be giving special attention to.

Miss Chellis did not "take" at first, and, owing to this and to the blocking of her work with Mr. Garner's History of Mississippi, not many continued to attend her drawing class, but she did excellent work and it was highly appreciated by her small class, especially by those who had received instruction from Miss Cahalan at Oxford.

I cannot speak too highly in praise of Mrs. Grant's and Mr. Creelman's work. They were deservedly popular, and their work, especially Mr. Creelman's, was the "drawing" card of the Normal.

2. INSTRUCTION GIVEN—The character of instruction given was, I think, well adapted to the needs of the attending teachers—simple, clear and eminently practical. All of the subjects named in the program were as fully elaborated as was possible in the time assigned, and in addition to those named, I gave one week's instruction in how to *begin* teaching vocal music, which was well received. I advised all against attempting to take more than three, or at most, four, subjects, and re-enforced my advice by "blocking" subjects so that a choice had to be made. Some dissatisfaction resulted from this, but the friction was slight, and as soon as the necessity for my action was recognized, the work went on smoothly and satisfactorily.

2. WORK DONE—Everything was done promptly and systematically, and there was no confusion and no loss of time. In my efforts to secure order, system and effective work, I had the cheerful, courteous, and efficient co-operation of every member of the faculty, and, if there was ever any dissatisfaction or friction anywhere, it escaped my notice, and no word of it ever reached my ears. The work was not only well done, but it was pleasantly done, and in no instance was there ever a cross or impatient word spoken by any of the instructors.

4. INTEREST MANIFESTED.—This was a noteworthy feature of the Brookhaven Normal, and even the last week's excessively warm weather and the absence of Miss Lovell, Miss Chillis, Mr. Deupree and Mr. Creelman, did not seem to have much effect in lessening the interest shown all the way through by the faithful. With few exceptions, teachers showed by the regularity of their attendance and the closeness of their attention that they had come to the normal for business, and all the instructors were gratified by the intense interest manifested. A gentleman who had visited all the normals and who had been present during the first and the last week of the Brookhaven normal, said that a noticeable difference between the latter and the other normals was that the same teachers were present at the close as were present at the opening of the Brookhaven Normal.

4. OTHER MATTERS—During the early part of the normal members were urged to write notices of the normal for publication in their home papers and to do what they could to

induce other teachers to attend, and this was generally done. A number of copies of the resolutions adopted at the closing session of the normal were struck off and distributed among the members, and the latter furnished them to their home papers for publication.

In conclusion, for myself, for the faculty of the Brookhaven Normal, and for the faithful teachers who attended, let me express our admiration and high appreciation of the grand work you have done for the public schools of Mississippi during the past ten years—a living and lasting monument to your untiring zeal and energy, to your faithful and wise administration of school affairs, and to your aggressive, persistent and successful efforts to place our beloved State abreast, educationally, of the most progressive States of the Union.

All of which is most respectfully submitted.

MERIDIAN NORMAL.

J. U. BARNARD, DIRECTOR.

FACULTY.—J. U. Barnard, University of Mississippi, Conductor. Methods, School Management and Grammar.

Dr. E. E. White, Columbus, Ohio. Psychology and Moral Training: six lectures on each topic.

J. B. Cunningham, Birmingham, Ala. Arithmetic, Language Lessons and Elementary Science.

F. A. Millidge, Woodville. Geography and Elementary Physics.

Dr. Provine, Clinton. Physics and Physiology first two weeks.

W. A. Anderson, Holly Springs. U. S. History, Civil Government and History of Mississippi.

Mrs. Ellen Grant, Birmingham, Ala. Primary work, including chart and First reader grades.

Miss Amy Braun, Birmingham, Ala. Primary work, including Second and Third reader grades.

The instructors did faithful work, equal to the best ever done in the State.

The chief source of the friction arose from our attempt to teach all of the prescribed topics in the course. The first week was especially full.

ENROLLMENT.—The enrollment reached two hundred and fifty-one (251). The existence of smallpox in the city of Meridian undoubtedly kept away a large number.

The session was a very pleasant one throughout, there being very little to interfere with our success.

RECOMMENDATIONS.—I believe the time has come to put the institute work on a solid and definite basis in this State. I would most respectfully recommend:

1. The adoption of a three years' course of study, including a University section. The course should be graded and arranged to meet the immediate needs of the teachers. Definite subjects or topics may be prescribed, thus giving definiteness to the work.
2. The advanced section should be located at the University where they may find all the facilities for work.
3. Teachers should be encouraged to attend these institutes for work and not for the purpose of having a good time.
4. Some definite recognition should be given those who contemplate the full course, thus affording an additional incentive.
5. They should be located with a view to securing facilities for first-class work.

Following this narrative will be found a list of the teachers in attendance.

UNIVERSITY SUMMER SCHOOL.

FACULTY.

Wickliffe Rose, University of Nashville, Director. Science and Art of Education.

Miss Mathilde E. Coffin, Supervisor of Primary Schools, Detroit. Primary work.

Miss Mary A. Chalan, Principal Powell School, Birmingham. Elementary work in Science, Language work, Physical Culture.

R. W. Jones, University of Mississippi. Physiology.

J. W. Johnson, University of Mississippi. Elements of Physics.

E. W. Hunter, Principal of Greenwood Public Schools. Mental Arithmetic.

P. H. Saunders, University of Mississippi. English Grammar and History of English Language.

J. G. Deupree, Mississippi College, Clinton, Miss. Arithmetic, Algebra and Geometry as aids to Arithmetic.

Chancellor R. B. Fulton, University. Local Director.

CONDUCTORS' SCHOOL, JUNE 10–21.

Dr. W. H. Payne, University of Nashville, Director.

The State Teachers' Association will hold its annual session at the close of the University Normal.

CONFERENCES.

COUNTY SUPERINTENDENTS.—Aberdeen, week beginning June 18; at the other normals the first week.

LYCEUM.—Those who have studied the same book in the various lyceums will hold afternoon conferences one week in each normal, under leaders selected after the normals begin.

The normal was opened on June 6 and continued four successive weeks. The total enrollment was 313. Instruction was given in the following branches by the several instructors indicated:

In addition to the above, Chancellor W. H. Payne, of the University of Nashville, delivered two lectures, and Dr. W. T. Harris, United States Commissioner of Education, delivered four, all of which were most excellent in quality and effect and were gratefully received.

I respectfully call attention to the change of policy which it seemed best to introduce into the administration of the work this year. Having been connected with the movement from its beginning, I have had opportunity to study it in its growth. It was born of novelty and for two years has been sustained by enthusiasm. This was well. Large numbers of teachers have been brought together, have been entertained and have been incidentally instructed. Higher ideals have been introduced; they have been caused to measure themselves and their work by larger standards; and as a result of this there has been developed a keen intellectual appetite, a yearning for substantial growth.

This end reached, the former policy has served its purpose and a new one is made necessary. Superficial enthusiasm is necessarily transient. If this summer work is to be continued as a real and vital factor in the educational system of the State, it must use the position gained as a stepping-stone to a more permanent plane. This desire for real growth must be met by a substantial course of instruction pursued in the spirit of the school. The motive now operative is a permanent one so long as rationally handled.

To this end we have endeavored during the present session to make instruction the primary aim and to reduce mere entertainment to a minimum. Large classes and public halls have in the main been avoided. Most of the work has been done in small sections, and in spirit has approached the work of the class room. We have studiously avoided that degree of emotional excitement which is antagonistic to a high type of intellectual activity. In short we have tried to approach as nearly as circumstances would permit the conditions, spirit and work of the real school.

I was prepared for a loss in numbers. It came, but was not so great as I expected. The response to this change of policy has been exceedingly gratifying. Work of good type has been done, and there has developed here within the four weeks a wide-spread demand for work of higher order next year.

To meet this demand I respectfully submit the following recommendation:

That there be organized and established at the University a number of department courses, in which the work shall not differ from that of the real school. The work of the ordinary summer normal should be done at other points, so that this work may be left free from the disturbance of numbers and the distractions of the other work. These ourses should be supported by the in stitute fund, on the ground that the most economical investment of this fund is in teaching ability and directive power of this higher type. One brain of the higher quality directs its thousand hands on the plain below. The ordinary grade teacher is a transient factor in the school, and may be temporarily aided in her work by the institute. But from year to year the institute will discover teachers who may be started in the line of growth, and who by this summer school may be lifted to the higher plane of service and be permanent additions to the teaching force. This work may thus be made the head of the institute system and may articulate with the higher work of the University.

It would seem well that this work be organized and announced if possible as early as January, so that the teachers of the State may have time to adjust themselves to it.

Respectfully,

WICKLIFFE ROSE.

CONDUCTORS' SCHOOL.

DR. W. H. PAYNE, DIRECTOR.

The following is the report of attendance on Conductors' Institute. Three lectures were delivered each day; so each absence will take off one-third of a day. For any three absences one day off will be counted. No lectures were delivered on Saturdays; so there were only ten day of actual work.

CONDUCTORS—J. M. Barrow, Columbus; F. F. Boyd, Kosciusko; J. F. Boydston, Brookhaven; J. C. Fant, Macon; W. T. Foster, Shuqualak; J. W. Garner, Bogue Chitto; J. C. Herbert, A. & M. College; D. A. Hill, University; G. W. Huddleston, Dixon; H. P. Hughes, Centerville; E. W. Hunter, Greenwood; J. W. Johnson, University; D. W. Jones, Hazlehurst; W. H. Ker, Natchez; R. P. Linfield, Summit; W. R. Mabry, Wesson; J. O. Looney, Jacinto; S. A. Morrison, Grenada; A. A. Newell, Banner; Jackson Reeves, French Camp; F. L. Riley, Hebron; C. E. Saunders, Tupelo; S. W. Smith, Sturges; F. M. Street, Verona; Charles Strong, Strongs; S. P. Walker, Wesson; C. F. Webb, McComb City; H. L. Whitfield, Steen's Creek.

OTHERS ATTENDING—J. G. Dupree, Clinton; J. C. Benedict, Booneville; W. H. Gibbs, Jr., Yazoo County; W. H. Pevey, Forest; H. J. Willson, Hazlehurst; R. A. Torrey, Union Church; A. J. Warren, Winona.

Respectfully,

CHARLES STRONG, Sec'y.

MISSISSIPPI SUMMER NORMALS.

1895.

PEABODY STATE INSTITUTES—FOR COLORED TEACHERS—FOUR WEEKS FREE.

REPORTS OF DIRECTORS.

GREENVILLE NORMAL—SUPT. S. ARCHER, *Director*.

FACULTY.

Supt. S. Archer, Director—Reading, History of Mississippi, United States History, Civil Government.

W. J. Humphrey, Principal Durant Public School—Geography, Spelling, Mental Arithmetic, Arithmetic.

Percy Bell, Greenville—Physiology, Philosophy, Composition, Grammar.

Local Director—Supt. S. Archer, Greenville.

Great interest was exhibited by those attending. The small attendance was due to lack of money, the last months' salary not having been paid, and lack of advertising, owing to early date of holding.

There were in attendance in all 141, of which number 43 were first-grade, and 98 second and third—the second predominating; 94 registered during first week. They were distributed as follows: Adams county 4, Yazoo county 6, Calhoun county 1, Wilkinson county 1, Sharkey county 9, Leflore county 1, Bolivar county 1, Washington county 118.

SARDIS NORMAL.

FACULTY.

Supt. N. W. Lea, Clarksdale. Director—Civil Government, Geography, U. S. History, Composition.

Chas. Strong, Strong's — Physics, Mental Arithmetic, Grammar, Spelling.

C. R. Lacey, Booneville—Physiology, Spelling, Arithmetic, Mississippi History.

J. M. Carter, Pontotoc — Reading, Mental Arithmetic, Grammar.

Local Director—Supt. J. B. Eckles, Sardis.

We closed the work to-day, the 13th of July, having held for four weeks without any intermission or loss of a single day. We have enrolled 110 teachers and several other counties were well represented. We have had a fairly good attendance all the time.

Mr. J. M. Carter worked two weeks with us; Mr. Chas. Strong three weeks, and Mr. C. R. Lacey four weeks. We take pleasure in saying that the work of the teachers surpassed the expectations of any member of our body.

The local director, Mr. Eckles, has shown us every courtesy possible. We take a great personal pleasure in attesting to the conscientious efforts of our colleagues to accomplish everything possible in the time allowed—believing their efforts have been after the best models and of the best quality. It has been a great pleasure to be associated with such gentlemen.

TOUGALOO NORMAL.

FACULTY.

A. S. Hill, Director—Arithmetic, Natural Philosopy, Civil Government, Pedagogy.

C. E. Pingree—Geography, Spelling, Reading, Physiology.

Mary P. Roberts—U. S. History, History of Mississippi, Composition, Grammar.

Local Director—A. S. Hill, Tougaloo.

The work of the school opened June 3, with an enrolment of 45, and closed June 29, with a total enrolment of 109. Instruction was given in all the branches of the common school course of study and in the science and art of teaching.

Two sessions were held each day, from 8 to 12 in the forenoon, and from 3 to 5 in the afternoon.

The students were classed in two divisions, viz: Those working in the studies required by the first-grade teachers' examinations, and those working on the second and third grade studies required in the teachers' examination. By these divisions it was found that more and better work could be done and that it was easier for the instructors to sustain the interest in the various classes.

In order that each student might feel the respossibility of the work, the roll of each class was called at the opening of the recitation and the results proved the wisdom of the idea, as pupils were rarely tardy or absent from class.

The increase in energy and enthusiasm on the part of the students was very gratifying to the instructors, and the manifestation of the spirit of improvement and the earnest desire to take advantage of everything that would give them greater force in the school room was most commendable. A good use was made of note-books in the recording of methods and outlines for future use.

I sincerely feel that the work of the month has made a beneficial and lasting impression upon those in attendance, and that the results of their labor will be more fruitful in the line of good teaching.

WEST POINT NORMAL.

FACULTY.

J. M. Carter, Pontotoc, Director—History, Mental Arithmetic, Grammar.

S. W. Smith, Sturges—Spelling, Reading, Geography, Composition, History of Mississippi.

E. W. Hunter, Greenwood—Arithmetic, Natural Philosophy, Physiology, Civil Government.

Local Director—Supt. B. F. Owen, West Point.

The Normal opened July 1, and continued four weeks of six days each. The total enrollment was 146. The plan adopted was to get the most work out of the student body; and it was highly gratifying to the faculty to have, at the close, a hearty endorsement of the plan from the best teachers present. The statement was made by several, "We have gotten more real good out of this Normal than any we have ever attended, and we attribute this result mainly to the fact that the faculty got more hard work out of us." We had present some who had been in attendance on the normals at Tougaloo, Holly Springs and Aberdeen.

All work demanded was cheerfully performed.

We express the opinion that these normals for the colored teachers are doing a great good in that the colored race appreciate what the State is doing for them, and as a result will become better citizens.

It affords me pleasure to call attention to the faithful service rendered by Professors S. W. Smith and E. W. Hunter. Both these gentlemen, besides being eminently qualified for the work assigned them, were untiring in their efforts to have each pupil comprehend the subject in hand.

Superintendent Owen, the local director, also gave us valuable assistance.

APPENDIX.

REPORT OF THE COMMITTEE ON HIGH SCHOOL CURRICULUM.

To the Mississippi State Teachers'. Association:

This committee was appointed more than a week ago by Hon. J. R. Preston, State superintendent of education, by request of a mass meeting of the teachers attending the University summer normal. This action of the teachers was taken in accordance with the suggestion of the faculty and trustees of the University of Mississippi, who are desirous of perfecting the school system of the State by bringing all its component parts into harmonious action. To this end it seemed desirable to indicate a course of study for high schools that will prepare students for the freshman class in the university.

The committee have given careful and prolonged attention to the many intricate questions involved, and after full and free discussion unanimously concur in the report herewith presented.

A MATHEMATICAL COURSE FOR HIGH SCHOOLS.

In reference to mathematics in high schools, the committee would recommend:

1. The course should cover a period of three years, with two daily recitations of half hour each, because in the judgment of the committee less time would be insufficient for the mastery of such a course as would properly bridge the chasm between the grammar school and the State University.

2. Arithmetic should overlap algebra, because the simpler parts of algebra are easier than higher arithmetic; and some knowledge of algebra would conduce to a more intelligent appreciation of such topics as proportion, evolution, application of percentage, etc.

3. Algebra should overlap geometry, because much of geometry is easier than algebra.

4. An advanced course in higher arithmetic and in mental

arithmetic should be given, mainly for the benefit of that large number of pupils who pass from the high school directly into the active pursuits of life without the advantage of a college or university training.

5. The course we would recommend can be completed in the time allowed, provided due attention has been given in the primary and grammar schools to the inculcation of the geometric concepts, and to a somewhat practical acquaintance with some of the simpler working facts of geometry.

6. The first year of the high school should embrace the elements of algebra and selections from higher arithmetic. In algebra, Wenthworth's Beginner's Algebra, Olney's Introduction to Algebra, or a book of like grade, would cover the ground to be traversed. In arithmetic the superintendent or principal should omit obsolete or useless matter, and select important topics from some such text-book as Robinson's Higher Arithmetic, Sanford's Higher Arithmetic, Wentworth & Hill's Higher Arithmetic, or Olney's Science of Arithmetic.

7. The second year should embrace a course in academic algebra and one in mental arithmetic. Within the year about one-half of the text book in algebra may be mastered, if the grade of the book be something like Well's Academic Algebra, Olney's Complete Algebra, or Wentworth's Complete Algebra. The text in mental arithmetic should be equal to the latter half of Robinson's Intellectual Arithmetic, Brooks' Mental Arithmetic, or Wentworth's Mental Arithmetic, and in the latter part of the year attention might be given to the written analysis of difficult problems from miscellaneous sources.

8. The third year should complete the prescribed course in academic algebra, say, at least, as far as through quadratics, and also embrace the whole of plane geometry. In geometry, Olney's, Wells', Brooks' or Wentworth's text-books may be used, or any book of like grade and merit.

AN ENGLISH COURSE FOR HIGH SCHOOLS.

The committee would recommend the following course in English for the high schools, embracing a period of three years:

I. First year:

History of the United States, using the adopted text-book.

English Grammar: Patterson's Advanced Grammar, Whitney's Essentials of English, Reed and Kellogg's Higher English, or an equivalent book.

Parallel Reading: Selections from Irving's Sketch Book, Evangeline, Dickens' Child's History of England.

II. Second year:

History of England: Montgomery's Leading Facts, or an equivalent book.

English: Hill's Rhetoric, Kellogg's Rhetoric, Genung's Outlines of Rhetoric, or an equivalent book.

Parallel Reading: Anderson's Historical Reader, Bulwer's Harold, Scott's Kenilworth, Dickens' Tale of Two Cities.

III. Third year:

Rhetoric completed, using the same text as in preceding year.

Parallel Reading: Selections from Shakespeare, Dickens, Scott, McCaulay and Irving.

NOTE.—We earnestly recommend that a large amount of composition work be required of high school students, and that all work of this character be done in the presence of the teacher, the subjects being assigned with special reference to the course of reading. This work should be made the test of the student's progress in English, and promotion in the high school and admission to college should, in large measure, depend on the student's ability to write good English.

A NATURAL SCIENCE COURSE FOR HIGH SCHOOLS.

First Year—Physical geography, and botany or zoology.

Second Year—Botany or zoology and chemistry.

Third Year—Physics and physiology.

It is recommended that in the High School all these subjects be taught scientifically and in the Laboratory Method, with the use of objects and the necessary apparatus. If proper apparatus cannot be had for physics and chemistry, it would be better to omit them altogether and devote the time to additional work in English, Latin and Mathematics, since they may all be taught scientifically without apparatus.

To indicate the scope of the work in the mind of the committee, we mention the following text-books: Youman's Descriptive Botany, Campbell's Botany, Gray's Botanical Text-book; Holder's Elementary Zoology, Packard's First Lessons in Zoology, with a practical Laboratory guide like Colton's or Huxley and Martin's; Williams' Introduction to Chemical Science, Elliott and Storer's Elementary Manual, Elements of Chemistry by Remsen, Gage's Introduction to Physical Science, Cooley's New Text-book of Physics Maury's Physical Geography; Walker's Anatomy, Physiology and Hygiene, Lincoln's Hygienic Physiology, Martin's Human Body, Briefer Course.

NOTE—The foregoing High School course is recommended on the assumption that elementary science has been taught as an observational study in the Primary and Grammar School grades.

Concerning science in Primary and Grammar Schools we recommend a systematic course of object lessons; for first grade, daily oral lessons on familiar plants and animals, in connection with language work; for second, third and fourth grades, object lessons on leaves, roots, stems and flowers in connection with language and drawing with magnifying glass in hands of pupil, to make careful note of what he sees; for seventh and eighth grades, object studies in botany and zoology, shells and minerals, simple classifications of plants and animals previously studied. The seventh grade might take up a text-book in physiology to complete the oral object lessons begun in first grade and continued during school life.

The objects to be obtained are: (1) To lead the child to note and observe carefully, thereby gaining an acquaintance, may we not say a friendship, with the plants and animals he meets daily; (2) to kindle in the child a love and veneration for nature and an ardent desire to know more; (3) to fit him with a useful working knowledge for High School or for life.

Similar methods have been tested in the best schools in Europe and in America with gratifying results.

A LATIN COURSE FOR HIGH SCHOOLS.

1. At least three years of study, with five recitations a week, should be given to Latin.

2. The first year should be devoted mainly to the study of inflected forms and to such translations of Latin into English and English into Latin as may be necessary to illustrate the use of these forms, and to prepare the pupil for Cæsar.

3. The second year two books of Cæsar may be read.

4. The third year two orations of Cicero or four books of Virgil may be read. The requirements in 3 and 4 are the minimum.

5. The writing of Latin should be carried on concurrently with reading of prose, and the basis of exercises in Latin composition should be limited to portions of the text read.

6. The committee would emphasize the importance of a

correct and uniform pronunciation of Latin, and as conducive to this end recommend the *Roman method.*

Respectfully submitted,

E. E. BASS, Greenville,
J. M. BARROW, Columbus,
J. W. FOX, West Point,
J. C. HARDY, Jackson,
R. W. JONES, University,
A. A. KINCANNON, Meridian,
J. G. DEUPREE, Clinton,
J. O. LOONEY, Jacinto,
W. H. KER, Natchez,
T. L. TRAWICK, Crystal Springs.

PROGRAMME

OF THE

STATE TEACHERS' ASSOCIATION.

OXFORD, MISS., JULY 5–6, 1894

THURSDAY, JULY 5, 8:15, P. M.

1. PRAYER.

2. ANNUAL ADDRESS BY THE PRESIDENT.

3. SCHOOL DISCIPLINE:
   a. Principles of Discipline .... J. F. Boydston.
   b. A Woman's Way............................Mrs. Mattie Sims.
   c. Discipline as Seen by a County Superintendent......L. J. Farley.

General Discussion.

4. Teachers' Lyceums................Dr. J. H. Phillips, Birmingham.

FRIDAY, JULY 6, 1894, 9 A. M.

1. LENGTH OF SCHOOL TERM IN RURAL PUBLIC SCHOOLS:
   a. In Other States of the Union....................T. L. Trawick.
   b. In Foreign Countries...........................J. W. Johnson.
   c. Plain Talk to Patrons; the Three Mills Levy........E. T. Tyra.

General Discussion.

2. What the Average Thirteen-year-old Boy Knows When He Quits the Four Months' Country School:
   a. In Language; and What Books He Has Read ......W. H. Ker.
   b. In Arithmetic..............................D. C. M. Bigham.

General Discussion.

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4 P. M.

1. GRADING COUNTRY SCHOOLS:
   a. Viewed Theoretically...............................M. Rose.
   b. Viewed Historically............................C. Q. Tappan.
   c. Viewed Practically, as in Mississippi ....C. K. Regan.

General Discussion.

2. Country School Houses; What to do About Them......S. M. Nash.

General Discussion.

8:15 P. M.

1. TEACHERS' LIBRARIES:
   How to Procure Them; How to Utilize Them........C. L. Tubb.

General Discussion.

2. Defective Preparation of Girls for the I. I. & C.. Miss Mary J. Callaway
3. Address by Dr. Baldwyn, of the University of Texas.

PROGRAMME

OF THE

STATE TEACHERS' ASSOCIATION,

HELD AT THE UNIVERSITY, 1895.

TUESDAY NIGHT.

1. PRELIMINARIES.

2. REPORT OF OUR COMMITTEE OF TEN AFTER ONE YEAR'S TRIAL.

Paper by C. F. Webb, Yazoo City.
Discussed by J. W. Bell, Jackson, and E. W. Hunter, Greenwood.

WEDNESDAY MORNING.

CLOSING OF THE NORMAL.

WEDNESDAY AFTERNOON.

1. COUNTY INSTITUTES.

a. From the Standpoint of the Conductor. J. W. Fox, West Point.
b. From the Standpoint of the County Superintendent. D. C. M. Bingham, Pontotoc.
c. From the Standpoint of the Teacher. Miss Kate Rutledge, Mt. Carmel.
d. From the Standpoint of the Patron. W. B. Gilmer, Toccopola.

2. DEMAND FOR EFFECTIVE SUPERVISION.

Paper by J. M. Barrow, Columbus.
Discussed by M. Rose, Aberdeen.

WEDNESDAY NIGHT.

1. TEACHING AS A PROFESSION.

Paper by Mrs. Annie C. Peyton, Columbus.
Discussed by Miss Sue Trigg, Greenwood, and Miss Willie Martin, Russum.

2. IN THE SELECTION OF TEACHER, WHAT SHOULD AND WHAT SHOULD NOT INFLUENCE TRUSTEES.

Paper by William H. Ker, Natchez.
Discussed by Miss Lou Lovell, Brookhaven.

THURSDAY MORNING.

1. ELEMENTARY SCIENCE TEACHING.

Paper by E. E. Bass, Greenville.
Discussed by R. B Fulton, University, and F. A. Millidge, Woodville.

2. LABORATORY METHODS OF INSTRUCTION FOR SECONDARY SCHOOLS.

Paper by J. M. Provine, Mississippi College.
Discussed by P. H. Saunders, University, and G. C. Creelman, A. & M. College.

THURSDAY AFTERNOON.

1. THE DIVIDED SESSION OF COUNTRY SCHOOLS.

a. In What Counties Prevalent, and to What Extent Prevalent in Each.
b. Its causes and effects.
Paper by F. T. Raiford, Senatobia.
Discussed by F. H. Mitts, Tupelo, and J. B. Eckles, Sardis.

2. THE GRADING OF COUNTRY SCHOOLS.

Paper by C. K. Regan.
Discussed by F. F. Phillips, Pickens.

HIGH SCHOOLS AND COLLEGES

ADAMS.

Natchez College—33	Mrs. I. H. Davis	Natchez
Stanton College—111	Miss M. L. Prince	Natchez
St. Joseph School—128	Sister Theresa	Natchez
Cathedral School—146	Brother Gabriel	Natchez
Baptist College (col.)—93	S. H. C. Owen	Natchez
Jefferson College—56	J. S. Raymond	Washington

ALCORN.

Jacinto School—121	J. O. Looney	Jacinto
Kossuth High School—112	F. M. Patton	Kossuth
Corinth College—50	B. R. Morrison	Corinth

AMITE.

Liberty Male & Female College-90	P. L. Marsalis	Liberty
Gillsburg Collegiate Institute—110	Charles Hooker	Gillsburg
East Fork College—95	L. J. Turner	East Fork
Cleveland High School—104	E. M. Toler	Thompson
Toler's High School—51	J. A. Naul	Berwick

CALHOUN.

Banner College	J. J. Huggins	Banner
Pittsboro College	C. A. Beasley	Pittsboro
Slate Spring College	W. A. Rogers	Slate Spring
Cherry Hill High School	J. J. Hiller	Ellzey
Wells High School	J. S. Dorrah	Slate Spring
Hopewell High School	A. J. Waits	Hopewell
Sarepta High School	J. C. Hartsfield	Sarepta

CARROLL.

Carrollton M. and F. College—60	Rev. Mr. Nelson	Carrollton
Vaiden Institute—56	S. J. Sanderson	Vaiden
Jefferson High School—40	J. P. Gosseth	Jefferson
Coila High School—46	J. H. Doss	Coila

CHICKASAW.

Mississippi Normal College	H. B. Abernethy	Houston
Beuna Vista Normal College	H. D. Fetzer	Beuna Vista
Houlka High School	R. A. Eubanks	Houlka

CHOCTAW.

French Camp Male Academy	Jackson Reeves	French Camp
Central Mississippi Institute	J. A. Sanderson	French Camp
Chester High School	G. F. Block	Chester
Weir School	Holmes Love	Weir

CLAIBORNE.

Alcorn A. & M. College	Thomas J. Calloway	Westside
Chamberlain-Hunt Academy	W. C. Guthrie	Port Gibson
Female College	J. B. Allen	Port Gibson
Rocky Springs High School	Miss Laura E. Whitfield	Rocky Springs

CLARKE.

Shubuta	C. W. Anderson	Shubuta

CLAY.

Southern Female College	A. N. Eshman	West Point
West Point Military Academy	W. H. Buntin	West Point

COPIAH.

Union Hall Academy—40	C. B. G. Ross	Spencer
Crystal Springs Institute	Rev. O. Newton	Crystal Springs

COVINGTON.

Mt. Carmel High School	Miss Katie Rutledge	Mt. Carmel
Zion Seminary	John W. Watson	Marcus
Bethel High School	Miss Elvira Wylie	Mt. Carmel
Hernando High School—99	Mrs. L. D. Cook	Hernando
Pleasant Hill High School—65	G. W. Potter	Pleasant Hill
Olive Branch High School—61	C. E. Sawyer	Olive Branch
Cockrum High School—91	Miss E. Roberts	Cockrum
Eudora High School—82	S. S. Robinson	Eudora
New Bethlehem High School—39	Miss Ida Jones	Day's
Oak Grove High School—37	Miss Mollie Jones	Lodockery
Poplar Corner—48	A. M. Cartwright	Lakeview

GREENE.

State Line High School—61	J. C. Leger	State Line

GRENADA.

Grenada Collegiate Institute	J. W. Malone	Grenada

HANCOCK.

Stanilaus College	Brother Stanislaus	Bay St. Louis

HARRISON.

Seashore Academy—46	G. S. Roudebush	Biloxi
Gulf Coast College—57	Rev. J. M. Pugh	Handsboro
St. Joseph's School—149	Sister Mary Louisa	Pass Christian
Maria Stella	Sisters of Mercy	Biloxi

HINDS.

Mississippi College—226	Dr. Provine	Clinton
Hillman College—76	Mrs. Adelia Hillman	Clinton
Millsaps College—205	Rev. W. B. Murrah	Jackson
Belhaven College—126	Dr. L. T. Fitzhugh	Jackson
Jackson College, (col)—182	Rev. L. G. Barrett	Jackson
Tougaloo University, (col)—377	Rev. Frank G. Woodworth	Tougaloo
Raymond High School	Miss S. L. Callen	Raymond

HOLMES.

Lexington Normal—138	Dickey & Smith	Lexington
Pickens High School—100	J. M. O'Briant	Pickens
Woodlawn High School—60	Jno. Belford	Acona

JACKSON.

Moss Point Academy	G. C. Ballard	Moss Point

JASPER.

Paulding High School—74	L. D. McLaurin	Paulding
Fellow High School—74	F. E. Boggs	Massengale
Rose Hill High School—68	C. W. Day	Rose Hill
Heidleburg High School—108	T. H. Oden	Heidleburg
Garlandsville High School—54	F. M. Moseley	Garlandsville
Pine Valley High School—60	R. A. Land	Bay Springs
Lake Como High School—106	H. M. Knowls	Lake Como
Vossburg High School—40	H. J. Todd	Vossburg
Mt. Vernon High School—60	L. R. Massey	Hamlet
Montrose High School—111	Prof. Wall	Montrose
Hamlet High School—90	E. Parker	Hamlet
Antioch High School—98	W. N. Richardson	Turnerville

JEFFERSON.

Union Church High School—57	Rev. C. W. Grafton	Union Church
Fayette School—52	Walter S. Davis	Fayette

KEMPER.

Fairview College	L. L. Vann	Binnsville

LEAKE.

Carthage High School—80	N. F. Wallace	Carthage
Mississippi Central Normal—70	J. W. McKenzie	Walnut Grove
Edinburg High School—75	G. F. Beauchamp	Edinburg
Lena High School—45	J. F. Cadenhead	Lena

LEE.

Baldwyn High School—89	E. W. Cochran	Baldwyn
Guntown High School—115	R. W. Osborne	Guntown
Saltillo High School—71	J. S. Threlkeld	Saltillo

LAFAYETTE.

Union Female College		Oxford
Lancaster High School	Mrs. Lancaster	Oxford
College High School	R. W. Mecklin	College Hill

LAWRENCE.

Hebron High School—92	G. H. Brunson	Hebron
Lawrence Co. High School—130	N G. Webb	Silver Creek
Oak Dale Academy—110	Mrs. F. F. Shivers	Shivers
Monticello High School—105	B. D. Rivers	Monticello
Society Hill Academy—82	E. H. Mounger	Society Hill
Blountville High School—65	R. S. Foster	Blountville
Hemby & Magee School—88	W. B. Pierce	Tryus

LAUDERDALE.

East Miss. Female College—110	Rev. T. B. Holloman	Meridian
Stone Female College—93	Rev. L. M Stone	Meridian
Cooper-Huddleston College—87	C. A. Huddleston	Daleville
Causeyville Institute—96	C. E. McCall	Causeyville
Brooks Academy, (col)—127	W. H. Wilson	Meridian
Congregational School, (col)—132		Meridian

LINCOLN.

Whitworth College	Rev. J. W. Chambers	Brookhaven
Bogue Chitto Graded	J. W. Garner	Bogue Chitto
Grange Hall Graded	D. S. Burch	Caseyville
Arlington High School	B. Y. Alford	Bogue Chitto
Felder's High School	R. A. McCullough	Wellman
Montgomery High School	H. F. Middleton	Montgomery Station
Adams High School	Miss Mag. Beasley	Auburn
St. Francis Academy	Sister Arna	Brookhaven
Little Bahala Institute	Miss Etta Girault	Wesson

LOWNDES.

Industrial Institute & College-300	Dr. Robert Frazer	Columbus
Caledonia Academy—100	J. T. Hood	Caledonia
Mt. Vernon Public School—60	B. G. Hull	Don
Crawford High School—75	Miss M. E. Morgan	Crawford
Mayhew Public School—50	Miss Lena Roden	Mayhew
Artesia Public School—40	J. A. Cook	Artesia

MARION.

Columbia High School—187	T. C. Reese	Columbia
Purvis High School—103	Q D. Sauls	Purvis

MARSHALL.

Rust University (colored)—230	Dr. C. E. Libby	Holly Springs
State Normal College (colored)-200	Rev. E. D. Miller	Holly Springs
Malone College—85	Rev. J. W. Honnell	Holly Springs
N. M P. College—85	Rev. T. W. Raymond	Holly Springs
St. Thomas Hall College—70	Rev. P. G. Sears	Holly Springs
Hamilton College—40	Miss Kittie Bowen	Byhalia
Waverly Institute—121	E. H. Randle	Byhalia
Kate Tucker Institute—58	Mrs. Kate C. Tucker	Byhalia
Early Grove Institute—34	Miss Annie Frost	Early Grove
Reid Institute—110	A. R. Collins	Potts Camp
Magnolia High School—70	Miss Esse Ingram	Mt. Pleasant
Waterford Institute—38	J. H. Martin	Waterford
Watson High School—80	B. H. Malone	Watson
Mt. Pleasant High School—70	Russell and Craig	Mt. Pleasant

MONROE.

Amory High School	E. E. Cowley	Amory

MONTGOMERY.

Duck Hill High School—50	W. W. Woodson.	Duck Hill
Kilmichael High School—60	J. W. Lucas	Kilmichael
Poplar Creek Academy—70	R. E. Cartledge	Poplar Creek

NESHOBA.

Dixon High School	G. W. Huddleston	Dixon
Waldo High School	J. M. Consley	Waldo
Forest Dale School	H. W. Gray	Seale
Hope High School	W. L. McNair	Hope
Shady Grove School	E. C. McMichael	Cushtusa
Coldwater School	Wm. McKay	Hope
Philadelphia High School	C. L. McKay	Philadelphia

NEWTON.

Decatur College—97	R. N. Kittrell	Decatur

NOXUBEE.

Shuqualak High School—88	Miss Mary V. Adams	Shuqualak
Brooksville High School—50	W. T. Browning	Brooksville

OKTIBBEHA.

Maben High School—35	T. H. Haney	Maben
Sturges High School—50	S. W. Smith	Sturges
A. & M. College—280	S. D. Lee	A. & M. College

PANOLA.

Como High School—54	G. W. Sisler	Como
Batesville High School—130	B. W. Goudy	Batesville
Courtland High School—62	Gayman	Courtland
Popes High School—53	Mrs. M. R. Williamson	Popes
Pleasant Grove High School—89	Miss Clara Paslay	Pleasant Grove
Longtown High School—77	P. W. Lanier	Longtown
Wesley High School—51	Miss Gussie Arnold	Chapelton
Glenville High School—64	J. M. Brooks	Glenville
Eureka Springs High School—61	M. E. Morehead	Eureka Springs

PEARL RIVER.

Lumberton High School	Prof. Lewis	Lumberton

PIKE.

Magnolia College—195	W. K. Nettles	Magnolia
Whitestown Academy—145	G. W. Lighty	McComb City
Tylertown Normal Institute—107	J. J. Lee	Tylertown
Bogue Chitto Church—72	J. F. Hailey	Topisaw

PONTOTOC.

Chickasaw Female College—85	H. Sheffey Roller	Pontotoc
Toccopola College—140	J. W. Furr	Toccopola
Sherman Normal Institute—153	D. H. Davis	Sherman
Troy High School—171	J. W. H. Dixon	Troy
Cherry Creek High School—77	D. F. Spradling	Cherry Creek
Spring Hill High School—95	J. A. Donaldson	Mud Creek

PRENTISS.

Marietta High School	J. C. Benedict	Marietta
Geeville High School	A. M. Clayton	Geeville
Cleveland High School	C. R. Lacy	Cleveland

RANKIN.

Steen's Creek High School	H. L. Whitfield	Steen's Creek
Brandon Female College	Miss Frank A. Johnson	Brandon

SCOTT.

Harperville College—135	F. B. Woodley	Harperville
Forest High School—104	W. H. Pevey	Forest
Pulaski High School—89	E. P. Howie	Pulaski
Hillsboro High School—87	Mrs. M. O. Griffith	Hillsboro
Homewood High School—66	J. F. Watts	Homewood
Lake High School—63	T. H. Oden	Lake
Independence High School—81	J. D. Davis	Pulaski

SIMPSON.

Braxton High School—63	J. D. and J. T. Wallace	Braxton
Westville High School—56	L. H. McInnis	Westville
Pokal High School—49	P. D. L. McLaurin	Pokal

TALLAHATCHIE.

Cascilla Normal College—150	W. T. Lambert	Cascilla
Tallahatchie Academy—75	H. H. Womble	Pattison
Harrison High School—60	J. R. Barry	Harrison Station

TATE.

Blackbourn College—95	J. B. Cummings	Senatobia
Senatobia High School—86	C. B. Sisler	Senatobia
Coldwater High School—70	O. F. Lawrence	Coldwater
Arkabutla High School—125	H. L. Keister	Arkabutla
Thyatira High school—66	Mrs. W. O. Womack	Thyatira
Tyro High School—72	Ira G. Allen	Tyro

TIPPAH.

Blue Mountain Female College	Rev. W. T. Lowrey	Blue Mountain
Ripley Male and Female College	J. B. T. Moss	Ripley
Chalybeate Springs Institute	Walker and Roy	Chalybeate
Gray Mountain High School	Jno. P. Horton	Tiplersville
Bluff Institute	H. L. Purnell	Bluff

UNION.

Poplar Springs Normal C—120	L. A. Smith	Poplar Springs
Blue Springs Normal College—111	T. F. Abernethy	Blue Springs
Mont Erin School—107	A. J. Jones	Gallway
Myrtle School—112	E. Blizzard	Myrtle
Wallerville School—60	G. O. Mudge	Wallerville
Ellistown School—147	Henry Caldwell	Ellistown

WAYNE.

Eucutta High School—64	J. M. McNeill	Eucutta
Waynesboro Colligiate Ins'te—156	E. J. Compere	Waynesboro

WILKINSON.

Edward McGehee College—80	Prof. Monroe	Woodville
Centerville High School—90	H. P. Hughes	Centerville

WINSTON.

Louisville High School	C. E. Saunders	Louisville
Plattsburg High School	H. L. McCleskey	Plattsburg

COUNTY SUPERINTENDENTS.

(The terms of those marked * expire April 1, 1896; of the rest, January 1, 1900.)

Adams	J. W. Henderson.
Alcorn	J. O. Looney.
Amite	George A. McGehee.
Attala	M. G. Campbell.
Benton	J. F. Simpson.
*Bolivar	N. B. Scott.
Calhoun	J. A. Sims.
Carroll	T. O. Yewell.
Chickasaw	S. T. King.
Choctaw	V. J. Bell.
Claiborne	Charles K. Regan.
Clarke	L. L. Shoemaker.
Clay	B. F. Owen.
*Coahoma	N. W. Lea.
Copiah	D. W. Jones.
Covington	W. L. Williamson.
*DeSoto	L. J. Farley.
Franklin	T. J. Scott.
Greene	Eugene Breeland.
*Grenada	R. T. Payne.
Hancock	W. W. Stockstill.
Harrison	J. S. Allison.
*Hinds	C. S. North.
Holmes	C. C. Swinney.
*Issaquena	John W. Balfour.
Itawamba	J. M. Weaver.
Jackson	D. D. Cowan.
Jasper	T. A. Massey.
Jefferson	J. Rives Wade
Jones	E. J. Taylor.
Kemper	T. M. Tann.
Lafayette	G. R. Hightower.
Lauderdale	W. G. Stevenson.
Lawrence	B. D. Bishop.
Leake	J. F. Williams.
Lee	F. H. Mitts.

Leflore	W. M. Peteet.
Lincoln	Edgar Green.
Lowndes	S. M. Nash.
Madison	W. B. Stinson.
Marion	Thomas R. Burt.
Marshall	W. C. Warren.
Monroe	T. T. Davenport.
Montgomery	S. S. Robinson.
Neshoba	Roger Wilson.
Newton	J. R. Jones.
Noxubee	S. M. Thomas.
Oktibbeha	W. H. Miller.
*Panola	J. B. Eckles.
Perry	R. Ferguson.
Pike	J. J. Lee.
Pontotoc	D. C. M. Bigham.
Prentiss	W. B. Pettitt.
Quitman	W. B. Clarke.
Rankin	E. Jack.
Scott	T. J. Walters.
*Sharkey	J. S. Joor.
Simpson	J. R. Williamson.
Smith	E. R. Tillson.
*Sunflower	W. D. Peery.
Tallahatchie	J. D. Rice.
*Tate	F. T. Raiford.
Tippah	C. M. Thurmond.
Tishomingo	F. T. Carmack.
Tunica	J. W. Henderson.
Union	J. P. Dean.
*Warren	H. T. Moore.
*Washington	S. Archer.
Wayne	J. A. Ramsey.
Webster	T. W. Lovett.
Wilkinson	Joseph Johnson.
Winston	L. H. Hopkins.
Yalobusha	W. T. Wynn.
*Yazoo	W. R. McCutchen.

SCHOLARSHIP STUDENTS.

PEABODY NORMAL COLLEGE, NASHVILLE.

Hon. J. R. Preston, Jackson, Miss.:

Dear Sir—Complying with your request of the 12th inst., I send you below a list of the students holding Scholarships in the Peabody Normal College, from the State of Mississippi:

NAME.	IS ENDED.
Miss Martha Crymes	June 1896, Brooksville.
Miss Vay E. Harris	" 1897, Kelly.
Mr. Thomas H. Lipscomb	" 1896, Columbus.
Miss Ella D. Lowery	" 1897, Guntown.
Mr. Mark Majors	" 1897, Booneville.
Miss Anna D. Moore	" 1896, Binnsville.
Miss Fannie C. Moore	" 1896, Scooba.
Mr. Momon H. Morrris	" 1897, Nettleton.
Mr. Walter H. Rowan	" 1897, Wesson.
Miss Rosa B. Rowland	" 1896, Connersville.
Mr. William H. Wood	" 1896, Jefferson.
Mr. Willie N. Hardee	" 1896, Pachuta.

Miss Agnes Walter Everett has resigned her scholarship for this year, but expects to come back in September, 1896.

Yours very truly,

W. R. PAYNE.